


BOSTON COLLEGE UNDERGRADUATE CATALOG

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BOSTON COLLEGE BULLETIN

UNDERGRADUATE CATALOG

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Boston College
Chestnut Hill
Massachusetts 02167
617-552-8000

BOSTON COLLEGE BULLETIN

Volume LXVI, Number 8, May, 1996

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the re-scheduling of classes with or without extending the academic term, canceling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May August, September; semimonthly in July.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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THE UNIVERSITY

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 8,894 full-time undergraduates and 4,559 graduate students, hailing from all 50 states and 91 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences and law, and a library system with nearly 1.6 million books, periodicals and government documents, and nearly 2.5 million microform units.

Boston College awards bachelor's and graduate degrees in more than 20 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the School of Nursing, founded in 1947; and the School of Education, founded in 1952. Boston College also awards Master's and Doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 20 law schools in the United States.



UNDERGRADUATE EDUCATION

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values that the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Psychological Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher

Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies and Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

ACADEMIC RESOURCES

Academic Development Center

The Academic Development Center (ADC) is designed to support and to enhance all aspects of academic excellence in this community of scholars by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the sec-

ond floor of O'Neill Library, in the Eileen M. and John M. Connors Learning Center.

The Academic Development Center is a comprehensive, inclusive resource serving all Boston College students at no charge. To address the needs of the great majority of BC students, the Center provides tutoring for more than 60 courses—in mathematics, physical and life sciences, management, social work, nursing, social sciences, history, philosophy, and in classical and foreign languages. The ADC also offers occasional workshops in study skills and learning strategies. In addition, graduate tutors in English help students strengthen their academic writing skills. These services are available throughout the regular academic year, and during summer school. All ADC tutors have been recommended by their relevant academic departments; most are graduate students or outstanding upper-division students.

The ADC offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of ADC's full-time professional staff provides academic support services for students with learning disabilities, helping to ensure their success at Boston College.

The Center also sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for improving teaching effectiveness and student learning. Through these and other related activities, the Academic Development Center plays an increasingly important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

Audiovisual Facilities

University Audiovisual Services provides programs to the Boston College academic community with a broad range of instructional media and material support services. These services include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording, editing, graphic and photographic production. Several courses are taught in AV's television studios where students make major use of modern post-production editing equipment for their TV projects.

BCAV is also proud to herald the inauguration of its new Cable TV facilities which offers educational and commercial programming on its 52 cable TV channels to all student dormitories across campus. This free cable programming is offered through the efforts of *Project AGORA*.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software, and other audio-visual learning aids directly support and/or

supplement the curriculum requirements in foreign language, literature, and music. The Language Laboratory Director and student laboratory assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course related or personal language needs.

Computing Support, Services and Facilities

The O'Neill Computing Facility (OCF) is the largest public computing facility on campus. It is open to anyone with a currently valid Boston College identification card. The OCF has more than 150 workstations available, providing access to a wide variety of hardware, software and peripherals.

The OCF has software for many academic courses, as well as the word processing, spreadsheet, statistical analysis, programming languages, graphics production and database management software supported at Boston College for each type of computer. Many professors allow electronic filing of class assignments or provide electronic information for students in folders that are accessible on a central file server. Paper output is available from laser printers.

Workstations can access EagleNet, Boston College's campus-wide information network that links the IBM mainframe, VAX cluster, UNIX workstations and more than 2,000 desktop computers on campus. EagleNet provides access to an ever-increasing variety of services, including: course registration, grades, academic and financial aid information, electronic mail (e-mail), QUEST (Boston College's electronic Library catalog), indexes to periodicals, and electronic services of other affiliated libraries.

The Boston College InfoEagle is a rapidly expanding electronic source of campus information with on-line listings of campus events, phone numbers, want ads, research discussions and other information. The EagleNet is connected to the Internet, a world-wide computer network offering users a wide variety of interesting resources and research tools. Electronic mail accounts are available for students.

The OCF is staffed with professionals and students who provide assistance. Training tutorials and software documentation are available for use within the facility.

More specialized assistance is provided by the Help Center in Gasson Hall. It is open Monday through Friday from 9:00 a.m. to 5:00 p.m. on a walk-in, phone-in or electronic mail (e-mail) basis. The Help Center telephone number is 552-HELP, or e-mail to: Help_Center@hermes.bcvms.bc.edu.

The OCF and the Help Center are part of Boston College's Information Processing Support department, which is also staffed by consultants providing advanced computing and networking support.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 1.5 million and approximately 18,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and undergraduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty-eight million records from the Library of Congress and from more than 17,000 contributing institutions worldwide.

Boston College was among the first schools in the country to offer an on-line public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions' procedures. Students may browse the catalog using workstations in all the libraries, and from network connections in homes. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information on the use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over one million book volumes, 9,500 active serials, 1,550,000 microforms and 146,000 government documents, as well as a growing audio-visual collection. The O'Neill Library is a leader in the utilization of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as four Macintosh workstations that may be reserved for use by students, undergraduates having first priority.

The School of Social Work Library, McGuinn Hall, contains a collection of over 35,000 volumes, 340 serials, government documents, social work theses, doctoral dissertations, and videotapes. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support master's and doctoral programs offered at the Chestnut Hill campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 300,000 volumes. The open stack collection includes pri-

mary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW for the law school community. It also has an in-house network of CD-ROM databases.

The Bapst Library, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and now houses the resources for library research in art and art history at Boston College. A circulating collection of contemporary fiction and non-fiction can be found in Gargan Hall. Approximately five hundred seats are available including a Graduate Study Area.

The John J. Burns Library of Rare Books and Special Collections, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is the home of more than one hundred thousand volumes, four million manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemera. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish Studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking. Recently, Burns has established major collections in Balkan Studies, especially Romanian and Bulgarian Studies.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Educational Resource Center, located in Campion Hall, serves the School of Education's faculty and students. The collection includes children's books, curriculum and instructional materials, educational and psychological tests, and educationally oriented information technology.

ARTS PROGRAMS

Theatre Arts

The E. Paul Robsham Theatre Arts Center boasts a 600-seat main theatre, the black-box Bonn Studio Theatre, and also houses the Boston College Department of Theatre. The Department of Theatre, in association with the Robsham Theatre Arts Center, produces four Main Stage productions each season, directed by faculty or by visiting guest directors. The Department of Theatre also produces two student-directed workshop productions per year. All activities at the Theatre Arts Center are open to the University Community.

Boston College Museum of Art

The Boston College Museum of Art in Devlin Hall has spacious galleries for special exhibitions of international importance as well as for its notable permanent collection. Through the use of an interactive computer, the visitor is able to access information on these works. The Museum also publishes catalogues and brochures to accompany exhibitions and sponsors lectures, symposia, and gallery tours. The Museum serves teaching programs throughout the university and is open to the public. The staff seeks to involve students, especially those students in the Fine Arts, in all aspects of museum activity including the preparation of exhibitions and research.

Music

The Music Department and the student-run Music Guild sponsor professional concerts throughout the year, free of charge to students. Students may participate in musical organizations, private instruction, and course work. Private practice rooms equipped with Steinway or Yamaha pianos are available to students at several locations on campus. Electronic keyboards and midi-hook-ups to the MAC SE with ear-training and music-writing programs are available at the O'Neill Computing Facility.

The Boston College Bands Program

The Bands Program sponsors concerts, festivals, and events throughout the year that serve the performers as well as the audience. The BC Bands perform for local, national, and international audiences. Students may perform in any of the BC Bands and develop skills through technique classes. The BC Bands Program also offers scholarships to instrumentalists on an audition basis. The BC Bands Program is located in One Band Suite in Conte Forum.

Museum of Fine Arts/Museum of Science

Boston College continues its membership in Boston's Museum of Fine Arts and the Museum of Science. All students can view the museums' exhibits free of charge by presenting their Boston College identification card.

THE CAMPUS

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of

tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theatre, the Conte Forum, modular and apartment residences, and dining, recreational, and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract, which also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

POLICY OF NON-DISCRIMINATION

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status, or disability. The Director of Affirmative Action has been designated to coordinate the College's efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise questions regarding violation of this policy with Barbara Marshall, Office of Affirmative Action, More Hall 315, x2947. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Boston College has designated the Director of Affirmative Action as the person responsible for coordinating its efforts to comply with Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination against individuals with disabilities in employment) and Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

CONFIDENTIALITY OF STUDENT RECORDS

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The University also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute that requires that students be permitted to review records in their files and offers them the possibility of correcting errors that they may discover. Students or others seeking complete information regarding their specific rights and the responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of

1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures at 25 Lawrence Avenue.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term, home and electronic address, telephone number, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, school/college of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting non-disclosure of directory information, which is available in the Registrar's Office. Electronic and print (*The Source*) access to selected directory information is available to members outside the Boston College community. A student who wishes to restrict display of this information can complete an electronic form available on the *U-View* menu. To suppress directory information from both printed and electronic public directories, students must log into *U-View* and specify the items to be suppressed. All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

CAMPUS SAFETY AND SECURITY PROGRAM

In compliance with the Student Right-to-Know and Campus Security Act, Boston College publishes the *Campus Safety and Security Program*, an annual report containing the University's campus safety and security policies and crime statistics. Upon request, this report is available to any prospective student. It may be obtained, along with other information the University is required to make available under the Student Right-to-Know and Campus Security Act, from the Office of Undergraduate Admission at 617-552-3100 or in writing from Boston College, Office of Undergraduate Admission, Devlin Hall 208, 140 Commonwealth Avenue, Chestnut Hill, MA 02167-3809.

NATIONAL STUDENT LOAN CLEARINGHOUSE

Boston College is a member of the National Student Loan Clearinghouse. The National Student Loan Clearinghouse will be responsible for the processing of Student Loan Deferment forms for the following loans: Subsidized and Unsubsidized Stafford, SLS, and PLUS.

Since the National Student Loan Clearinghouse is its legally designated agent, Boston College is precluded from completing any deferment forms for the above mentioned loans.

UNDERGRADUATE TUITION AND FEES FOR 1996-97 ACADEMIC YEAR**UNDERGRADUATE TUITION**

- First semester tuition and fees are due by August 15, 1996.
- Tuition first semester—\$9,410.00
- Second semester tuition and fees are due by December 15, 1996.
- Tuition second semester—\$9,410.00

Restrictions will be placed on any account that is not resolved by the due dates above. These restrictions include denied access to Housing and the Athletic Complex, use of the Meal Plan, and the ability to drop and add courses and to cash checks at the Cashier's Office. In severe cases, students will be withdrawn from the University. In addition, a \$100.00 late payment fee will be assessed on any account that is not resolved by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after November 1, 1996, for first semester and April 5, 1997, for second semester.

Scholarship holders are not exempt from payment of registration, acceptance fees, insurance and miscellaneous fees at the time prescribed.

UNDERGRADUATE GENERAL FEES

- **Application Fee** (not refundable) \$50.00
 - **Acceptance Fee** 200.00
- This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior to completing their first semester. Students who withdraw after completing their first semester are entitled to a refund of this fee (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for fall semester, or December 1 for spring semester.
- **Health Fee** 262.00
 - **Identification Card** (Required for all new students) 15.00
 - **Late Payment Fee** 100.00
 - **Recreation Fee**—payable annually 154.00
 - **Freshman Orientation Fee** (mandatory for all freshmen) 160.00

UNDERGRADUATE SPECIAL FEES*

- **Extra Course**—per semester hour credit 627.00
- **Laboratory Fee**—per semester 105.00–430.00
- **Mass. Medical Insurance** 455.00 per year
(\$190.00 first semester, \$265.00 second semester)
- **Nursing Laboratory Fee** 160.00
- **NCLEX Assessment Test** 45.00
- **Exemption Examination** 45.00–90.00
- **Special Students**—per semester hour credit 627.00
- **Student Activity Fee** 62.00 per year
(\$30.00 per semester)

RESIDENT STUDENT EXPENSES

- **Board**—per semester 1,665.00
- **Room Fee** (includes Mail Service) per semester (varies depending on room) \$2,100–2,835.00
- **Room Guarantee Fee**** 200.00

Students accepted as residents are required to pay a \$200 room guarantee fee. This fee is applied towards the student's first semester housing charges. Seniors do not have this fee applied to their first semester's housing charges; it is refunded after the second semester once any room damage charges have been assessed and deducted.

*All fees are proposed and subject to change.

****Incoming students** who withdraw from housing by **June 1** will have 100% of their deposit refunded. **Incoming students** who withdraw from housing between **June 1 and July 15** will have 50% of their deposit refunded. **Upperclassmen** who withdraw from housing **prior to July 1** will have 100% of their deposit refunded. **No refunds** will be made to incoming students who withdraw after July 15 or to upperclassmen who withdraw after July 1. Refunds will be determined by the date the written notification of withdrawal is received by the Office of University Housing.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

ENROLLMENT STATISTICS AND GRADUATION RATE

During the fall of 1995, Boston College enrolled 8,896 undergraduate day students, 1,240 College of Advancing Studies students and 4,559 graduate students. Of the undergraduate day students who enrolled at Boston College in the fall of 1989, 87% completed their Bachelor's degree by the spring of 1995.

TUITION AND FEES**Massachusetts Medical Insurance**

Massachusetts State Law has mandated that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Boston College will offer all students the option of participating in the plan offered at the University or submitting a waiver form. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers are mailed to all students and are available upon request at the Student Account Office. The waiver must be returned by June 30, 1996, for the fall semester and by November 15, 1996, for the spring semester. Students who do not submit a waiver by the due dates above will automatically be enrolled and billed for the required Massachusetts Medical Insurance (see Special Fees, p. 7). However, the insurance charge will be canceled if a waiver is received by October 13 for the fall semester and February 14 for the spring semester.

Check Cashing

Students who present a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m. to 4:00 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner:
First three checks returned—\$15.00 per check
All subsequent checks—\$25.00 per check
Any check in excess of \$2000.00—\$50.00 per check

Check cashing privileges are revoked after the third returned check.

Acceleration

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Accounts for extra courses taken during a regular semester at the rate of \$627.00 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he or she will pay the regular Summer Session tuition for those courses.

Withdrawals and Refunds

Fees are not refundable.

Undergraduate tuition is canceled subject to the following conditions:

- Notice of withdrawal must be made in writing to the Dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition canceled.
- The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons. Undergraduate students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

by August 30, 1996: 100% of tuition charged is canceled

by Sept. 13, 1996: 80% of tuition charged is canceled

by Sept. 20, 1996: 60% of tuition charged is canceled

by Sept. 27, 1996: 40% of tuition charged is canceled

by Oct. 4, 1996: 20% of tuition charged is canceled

Second Semester

by Jan. 10, 1997: 100% of tuition charged is canceled

by Jan. 24, 1997: 80% of tuition charged is canceled

by Jan 31, 1997: 60% of tuition charged is canceled

by Feb. 7, 1997: 40% of tuition charged is canceled

by Feb. 14, 1997: 20% of tuition charged is canceled.

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins (formerly National Direct Student) Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and Plus Loan programs. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

ADMISSION INFORMATION

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body that represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admission Office, Boston College, 140 Commonwealth Avenue, Devlin Hall Room 208, Chestnut Hill, Massachusetts 02167-3809.

Admission from Secondary School

While specific courses are not required, the Undergraduate Admission Office recommends that students pursue a strong college preparatory program that includes four units of English, mathematics, and foreign language, as well as three units of a lab science. Such a program provides a solid foundation for high quality college work.

Applicants to the School of Nursing are required to complete at least two years of a lab science, including a unit of chemistry. Also, students applying to The Wallace E. Carroll School of Management are strongly encouraged to complete four years of mathematics.

Entrance Examinations

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

- Scholastic Assessment Test (SAT I)
- Three SAT II Subject Tests in
 - (1) Writing;
 - (2) Mathematics Level I or II; and,
 - (3) third test of the applicant's choice

The American College Test (ACT) is acceptable in place of the SAT I and II. The SAT I and II or ACT may be taken in either the junior or the senior year. Domestic students for whom English is not a first language may elect to take the English Language Proficiency Test (E.L.P.T.). The Committee on Admission will select the best combination of test scores when evaluating an application.

Application Procedures

Regular Freshmen Admission

Students applying to Boston College should submit the Preliminary Application (available in the Admission Viewbook or Bulletin) by January 1 and the Secondary Application by January 15. When the student's completed Preliminary Application is submitted with the \$50 application fee, the Admission Office will mail the Secondary Application to the student. Candidates are notified of action taken on their applications between April 1 and April 15.

Early Action

Superior students who are seriously considering Boston College may want to apply through the Early Action Program. This would necessitate

submitting the Preliminary Application by October 15 and the Secondary Application by November 1. Candidates will learn of the Admission Committee decision before December 25, but they will have the same deadline (May 1) as the other candidates to reserve their places.

ADMISSION-IN-TRANSFER

Applications for admission-in-transfer are accepted for both fall and spring semesters. Transfer admission is open to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must normally have a 2.5 cumulative grade point average to be considered for admission. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

Transfer applicants must follow the application procedures for regular admission to the freshmen class. In addition, transfer applicants must submit complete, official transcripts of courses taken in all semesters at other colleges or universities.

Transfer of Credit

Transfer credit is evaluated on the basis of number of courses successfully completed rather than the credit hours earned. Thirty-eight courses are required for graduation of which a maximum of 20 may be transfer courses. The following are principal conditions affecting the transfer of credit to Boston College.

- The course must be taken at a regionally accredited college or university
- The course must be similar in content and depth to a course taught at Boston College
- A grade of at least C- must be earned in the course

Residency Requirements

There is a four semester residency requirement; students must spend four semesters as full-time students and complete a minimum of 18 one-semester courses to be eligible for the degree.

Date of Graduation

A transfer student's date of graduation from Boston College is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. No transfer student may accelerate the date of graduation as stated in the acceptance letter, with the following exception: if transfer applicants have attended a school with an academic program different from Boston College and the loss of status is due solely to the differences between academic systems, students will be allowed to make up their status and graduate with their class.

Please consult the Transfer brochure for additional information about admission-in-transfer.

Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admission. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. All other students wishing

to attend Boston College on a part-time basis, for either day or evening classes, should contact Dean of the College of Advancing Studies, McGuinn 100, Boston College, Chestnut Hill, MA 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school. Official score reports must be sent directly to Boston College from the Educational Testing Service. Advanced placement is awarded in specific areas and credit is awarded as noted below.

NB: Unless a student earns 18 advanced placement credits, advanced placement credit does not substitute for any of the 38 courses required for graduation.

English: Students receiving a 3 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 3 on the A.P. English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 4 or 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements.

History: The A.P. exam in American History does not fulfill the history Core requirement of two European history courses but it does fulfill the American Civilization requirement for the major. Students receiving a score of 4 or 5 on the A.P. exam in European History are considered to have fulfilled the Core requirement in history.

Natural Science: Students receiving a 4 or 5 on the A.P. exam in Biology, Chemistry or Physics are considered to have fulfilled the Core requirement in natural science.

Social Science: Students receiving a 4 or a 5 on the A.P. test in either Government, Politics or Economics are considered to have fulfilled half the social science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in social science.

Mathematics: Students receiving a score of 4 or more on the AB Calculus exam, or a 3 or more on the BC Calculus exam, are considered to have fulfilled the Core requirement in mathematics.

Arts: Students receiving a score of 3 or more on the Art History or the Studio Art exam are considered to have fulfilled the Core requirement in arts.

A&S and CSOM Foreign Language Proficiency Requirement: Students receiving a score of 3 or better on the A.P. foreign language exam or a score of 500 or better on the SAT II foreign language exam have fulfilled the language proficiency requirement.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in

which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Undergraduate Admission Office by August 1.

Should a student earn 18 or more credits—whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods—he or she will be eligible for advanced standing and the courses may be used for degree credit. All students must complete a minimum of 9 Core courses at Boston College and 38 courses will still be required for graduation unless exempted by a Dean.

The preceding policy regarding Advanced Placement applies to students graduating in May 1998 or later.

Early Admission

Under the Early Admission Program, exceptional high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation or that they will receive their diploma after the freshman year at Boston College, and they must arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

AHANA* Student Information

*AHANA is an acronym for African-American, Hispanic, Asian and Native American students.

Fostering diversity is an important part of the University's educational mission. Boston College welcomes and encourages application from students of all backgrounds and cultures.

International Student Admission

International Students are expected to submit the same credentials (transcripts, recommendations, SAT I and II, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. A student wishing financial assistance must complete and file the following documents:

- The Boston College Financial Aid Application/Validation Form
- The Free Application for Federal Student Aid (FAFSA)
- A signed copy of student's and parents' most recent Federal Tax Return with W-2s
- When requested, a Divorced/Separated Parent Statement and/or Business/Farm Supplement

These forms generally become available in the Financial Aid Office (Lyons Hall) each December for the following academic year. Students wishing to be considered for assistance from federal, state or institutional sources must complete all required forms.

Most forms of assistance at Boston College, whether institutional, federal or state, are awarded on the basis of financial need (possibly combined

with academic performance or some other special skill). Need is defined as the difference between the total expenses of attending Boston College and the calculated ability of the family to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and, thus, tend to receive larger financial aid awards.

The University's estimate of a student's financial need is based on an analysis of the information supplied on the appropriate documents listed above. A financial aid award or package will combine funds from various sources of assistance. These sources can include either institutional, federal or state funds and can be in the form of grant, loan or work. All students applying for financial aid are expected to make application to their own state scholarship program (residents of Massachusetts, New Hampshire, Connecticut, Rhode Island, Vermont, Pennsylvania, and Maine) as well as to the Federal Pell grant program. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a Federal Stafford Loan (formerly Guaranteed Student Loan) each year. Students are also expected to work on a limited basis (10-20 hours per week) during the academic year.

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Financial Aid Office and the University may be required to adjust the aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet financial need and second, to reduce a portion of the self-help component (work or Federal Perkins loan) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected.

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or canceled if the requirements of the award are not met. Students receiving a Federal Perkins Loan and/or a Federal Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal College Work-Study dates and deadlines. A student's work-study award may be canceled if he or she has failed to secure a job and to return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, Evening) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the

financial aid award. In addition, all financial aid applicants must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the Dean of each school at Boston College. Students should check with their respective Deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her Dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Students participating in the Foreign Study Program or Resident Assistant (RA) programs are encouraged to check with their financial aid counselor as this program may affect receipt of financial aid funds including Boston College Scholarship or Grant funds.

Specific information on the various programs, conditions, and procedures, and the various financial aid deadline dates, can be found in the Boston College Student Guide, the Boston College Financial Aid Application/Validation Form, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these sources as well as all other materials or documents that may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on **new, additional** information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all Federal, State, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an **explanation** of each type of aid, and the amount of each, in their financial aid award package. Students receiving **loans** have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a **Work-Study** job have the right to know what kind of job it is, what hours are expected,

what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Financial Aid Office of any change in their status.
- attend an Entrance Interview if he or she is a new loan borrower.
- attend an Exit Interview prior to withdrawal or graduation.

STUDENT SERVICES

AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing cultural programs.

Options Through Education Program

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas: English and Mathematics. In addition to a focus on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire University community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity that complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 33 varsity sports for men and women.

Career Center

Career planning can begin as early as freshman or sophomore year, allowing for ample time during one's college years to research and explore career fields that encompass one's interests, values, and skills.

The Career Center provides workshops, individual counseling and informational resources on all aspects of career decision-making, and, for those seeking summer jobs or full-time employment, assistance with the techniques involved in job-hunting.

The Center's Career Resource Library contains books, files, and videotapes on career fields, graduate schools, specific employers, and job-hunting techniques. An easy-to-use computerized career guidance system, provides interest and skill assessment, as well as descriptive information about more than 400 careers. The Career Information Network consists of more than 2,000 alumni volunteers who host students at their workplaces and discuss the realities of their career fields.

The Boston College Internship Program provides a clearinghouse of career-related internships enabling students to integrate course work with practical field experience.

For the job-hunting student, the Center provides group and individual advising in resume-writing, interviewing, job-hunting techniques, an on-campus recruiting program, current job listings, and a credentials service.

There's something for everyone, freshmen through graduate students and alumni, from every school and major, at the Career Center. Visit the Office at 38 Commonwealth Avenue and pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, 617-552-3475.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation, and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, Undergraduate Student Government, programming, the Emerging Leaders Program, alcohol and drug education, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline and the judicial process.

Dining Services

The University offers service in five dining areas with a varied and nutritionally balanced menu: McElroy Commons, Eagles Nest, and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and a new facility on Lower Campus. In addition, students can use their Meal Plan in The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Ave., Greycliff, Vanderslice Hall, and 90 St. Thomas More Drive. The cost of the full Meal Plan for the 1996-97 year is \$1,665.00 per semester or \$3,300.00 per year.

Optional meal plans are available to all other students living in off-campus apartments and commuters. A one-hundred dollar minimum deposit is required.

Further information can be obtained by contacting the University Meal Plan Office, 617-552-3533 or x3533, Lyons Hall 1B. A dietician is available to those students with special dietary needs or restrictions by calling 617-552-3178 or x3178.

Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office on the appropriate section of the application form. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding services for students with physical disabilities, contact John Hennessy, Coordinator of Disabled Student Services, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities, contact Dr. Kathleen Duggan, Coordinator of Academic Support Services for Learning Disabled Students, Academic Development Center, O'Neill 200, 617-552-8055.

Health Services

The primary goal of the University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Boston College requires that all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary fee is included on the tuition bill. Although not recommended, undergraduate students living off-campus who do not wish to use the services, and have been charged this fee may request a waiver from University Health Services Office in Cushing Hall in September. All students may have access to the facilities for first aid.

The Health/Infirmary Fee is specifically for medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all full-time students be covered by an Accident & Sickness Insurance Policy so that complete protection may be assured in case of hospitalization or other costly outside medical services. (See Massachusetts Medical Insurance, p. 7)

An informational brochure entitled *Well on Your Way* is available at University Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Immunization

Massachusetts State Law requires all full-time college students to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus and diphtheria. Students who fail to provide evidence of immunization may be prevented from registering and attending classes.

The only exceptions permitted are when immunizations conflict with personal religious belief or when a physician documents that immunizations should not be given due to pre-existing medical problems or a blood test documents immunity.

RESIDENCE ACCOMMODATIONS

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

Lower Campus

- *Edmond's Hall Apartment Complex*: The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 795 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

- *Ignacio and Rubenstein Apartment Complex*: This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

- *Vouté Hall and Gabelli Hall*: These apartment-style residence halls were completed in the fall of 1988. Each two-bedroom apartment has a full kitchen, dining, and living room plus a full bath. Three-hundred and eighty-four upperclassmen reside in these fully furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries and a weight room. Subscription to the University Meal Plan is optional.

- *Modular Apartment Complex*: The Modular Complex consists of 80 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to seniors. Subscription to the University Meal Plan is optional.

- *Michael P. Walsh, S.J. Residence Hall*: This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 799 male and female students. Each eight-person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a television lounge, a laundry room, and a fitness center.

These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

- *Sixty-Six Commonwealth Avenue* is located on the Lower Campus. This upperclassman facility houses 144 students in predominantly single accommodations. Each room is fully furnished and additional lounge areas are provided on every floor. The building also has a chapel where weekly masses are conducted. Subscription to the University Meal Plan is mandatory.

- *Vanderslice and 90 St. Thomas More Drive*: These suite-style residence halls, completed in the fall of 1993, consists of four, six, seven and eight person suites housing approximately 750 male and female students. Each suite has a furnished lounge and kitchen area featuring a sink with counter space, a refrigerator and a kitchen table and chairs. These facilities also include a Cabaret, game room, cardiovascular and music rooms, libraries and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

Upper Campus Residence Halls

These are standard residence halls with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and shades. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus Residence Halls

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus, as well as a library and a chapel.

Special Interest Housing

The University offers a variety of Special Interest Housing options to undergraduate students. *The Romance Language Hall*, located in *Gabelli Hall*, primarily houses students who want to improve their speaking knowledge of French and Spanish.

Greycliff Honors House, located one-half mile from the main campus, houses 48 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural and academic programs are held in this residence hall throughout the year.

The Multi-Cultural floor, open to students of all ethnic and racial backgrounds, will give residents the opportunity to be introduced to and learn about various cultures. Students work to define and promote diversity within the hall and throughout the University through programmatic methods.

The Substance Free floor allows students to reside on an alcohol, drug, and tobacco free floor. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

Edmond's Hall ninth floor has been designated as a 24-hour quiet living floor. Upperclassmen are able to reside in apartment-style accommodations with a quiet atmosphere. Students are required to sign a Quiet Living Agreement prior to moving in.

Upperclassmen interested in living in an atmosphere that develops community and serves the greater Boston College campus reside together in apartment-style accommodations on the Community Living Floor. Students meet once a week to plan service projects, retreats, and dinners. The community exists to help each member grow socially, intellectually, morally, and spiritually.

Off-Campus Housing

The University operates an Off-Campus Housing Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available by mail.

University Counseling Services (UCS)

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services provided include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling offices on campus (Gasson 108, 617-552-3310; Campion 301, 617-552-4210; Fulton 254, 617-552-3927.)

ACADEMIC REGULATIONS

Note: In addition to being familiar with the Academic Regulations and degree requirements in this University section of the Catalog, students are expected to know the Academic Regulations and degree requirements of their own college printed on subsequent pages. Students should not rely on oral representations regarding academic regulations or degree requirements. Any questions regarding degree requirements should be referred directly to the Office of the University Registrar.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in CSOM, all others require a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. The University Registrar sends every degree candidate a degree audit each semester. Core and major requirements stated in the Catalog may, in exceptional circumstances, be waived or substituted by the student's Dean or major department. Such exceptions must be communicated in writing to the Office of the University Registrar. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The Core is administered by the University Core Development Committee (UCDC). The following courses comprise the Core curriculum and are required for all students entering Boston College and scheduled to graduate in May 1997 or thereafter:

- 1 course in Writing
- 1 course in Literature (Classics, English, Germanic Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 1 course in Mathematics
- 2 courses in History (European History since 1500)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology in Education, Economics, Political Science, Psychology, Sociology)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Theology
- 1 course in Cultural Diversity

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement or an elective.

For specific Core requirements in the individual schools, students should consult the appropriate sections of this Catalog.

Grading

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such "I" grades will automatically be changed to "F" after six weeks in the semester following the semester in which the course was taken.

Students who are enrolled in a year-long course that is graded at the end of the year will receive a grade of "J" for the first semester. The "J" grade is defined as "grade deferred." Students who withdraw from a course after the Drop/Add period will receive a grade of "W." Neither of these grades is included in the calculation of the grade point average.

With the approval of the Dean of their school or college, students may be permitted to take courses for enrichment. These courses are normally taken in the summer. Courses approved for enrichment only may, with the approval of the relevant department, go toward fulfilling a Core, major, or minor requirement. However, grades for courses taken for enrichment are not computed into the cumulative average, and are not counted toward the total course or credit requirement for graduation.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	.00

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester. Any student who believes there is a grade discrepancy on a semester grade report should resolve the discrepancy within the first six weeks of the following semester.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499). In order to be eligible for Dean's List, students must also earn 12 or more credits and receive a passing grade in all courses; students who have withdrawn or failed a course and students who have received an incomplete grade or a "J" grade (see Grading Scale section, above) will not be eligible for the Dean's List.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades. Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's eight-semester cumulative average.

Absence from a Semester Examination

Students will have to arrange with the professor for making up a semester examination that they have missed. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period sched-

uled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Student Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed. However, such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. While cumulative averages for academic majors are made available to students who are currently enrolled, these averages are not maintained as part of a student's permanent academic record. Only the student's final overall cumulative average appears on the permanent record (transcript).

Transcript requests must be submitted in writing to: Transcript Requests, Office of the Registrar, Lyons Hall 113, Boston College, Chestnut Hill, MA 02167. There is no transcript fee.

Under normal conditions requests are processed within 24 hours of receipt.

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are as follows:

College of Arts and Sciences

- Associate Dean Burns—Gasson 109
- Associate Dean Green—Gasson 109B
- Dean McHugh—Gasson 104
- Associate Dean O'Keeffe—Gasson 109

School of Education

- Assistant Dean's Office—Campion 104A

Carroll School of Management

- Associate Dean Keeley—Fulton 360A

School of Nursing

- Associate Dean Higgins—Cushing 202

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record.

Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and submit it to the Associate Dean of their school or college. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the Office of the Associate Dean of their school or college. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to reenter Boston College, must apply through Transfer Admission.

To assure reenrollment for a particular semester following leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission should initiate the process in the Office of the Associate Dean of their school or college. Applications for readmission should be made at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

INTERNATIONAL PROGRAMS

Each year more than three hundred students spend either all or part of the year studying abroad. Students may participate in programs administered by Boston College in Australia, China, Ecuador, England, France, Germany, Hong Kong, Italy, India, Ireland, Japan, Korea, Mexico, Morocco, The Netherlands, The Philippines, Russia, Scotland, Spain and The United Kingdom. They may also enroll directly at other approved foreign universities or in programs sponsored by American colleges and universities or independent organizations.

• Contacts: Marian B. St. Onge, Office of International Programs, McGuinn 504 and Jeff Flagg, Foreign Study Office, Gasson 106.

Australia

Monash University, Melbourne

Students are completely integrated into the Australian university system at Monash, the 1994 Australian University of the Year. Monash has an excellent overall curriculum with particular strengths in the sciences and management. Semester or full year.

• Contact: Kenneth Schwartz (CSOM Accounting)

University of Melbourne, Melbourne

The University of Melbourne is one of Australia's top-ranked research universities and offers excellent programs in arts and sciences, and management based on the lecture/tutorial system. Boston College has special arrangements with two residential colleges, Newman College (Jesuit) and St. Mary Hall (Catholic). Semester or full year.

• Contact: Kenneth Schwartz (CSOM Accounting)

China

Nanjing University, Nanjing

Nanjing University is one of China's elite universities. Students with intermediate level or higher language skills take courses in Chinese; others enroll in intensive language classes and choose from a selection of courses in English. Those students with limited Chinese language skills may also participate in a program for American students sponsored by the Council on International Educational Exchange. Spring semester or full year.

• Contact: Frank Soo (Philosophy)

Denmark

Copenhagen Business School, Copenhagen

CSOM students may pursue management studies in English at Denmark's premier Business School. Semester or full year.

• Contacts: Louise Lonabocker (Registrar), Associate Dean Richard Keeley (CSOM)

University of Copenhagen, Copenhagen

This university offers students the opportunity to study in English a wide-range of subjects with particular strengths in political science and European studies. Semester or full year.

• Contacts: Louise Lonabocker (Registrar), Donald Hafner (Political Science), Paul Schervish (Sociology)

Ecuador

Universidad San Francisco de Quito, Quito (USFQ)

USFQ offers broad curriculum opportunities across the disciplines for Spanish-speakers. Of special interest are courses in environmental studies, Latin American studies, and management. Semester or full year.

• Contact: Enrique Ojeda (Romance Languages and Literatures)

England

King's College, London

Students interested in pursuing studies in the humanities may enroll at King's College, University of London. King's also offers a spring semester science program for premedical students. Semester or full year.

• Contacts: James Cronin (History), Robert Woolf (Biology)

Lancaster University, Lancaster

Students may take a wide range of subjects at this English university. Of particular interest are courses in the sciences and in management. Semester or full year.

• Contacts: James Ringuest (CSOM), Joseph Raelin (CSOM)

London School of Economics and Political Science, London (LSE)

LSE is an internationally recognized institution, famed for its curriculum in finance, accounting, economics, politics, history, and sociology. Semester or full year.

- Contacts: Donald Hafner (Political Science), Richard Keeley (CSOM), David McKenna (CSOM Honors Program)

Oxford University, Oxford

Students enroll in tutorials in their major field of study at Oxford University in conjunction with the colleges of Manchester, Mansfield, and St. Edmund's Hall. Full year. (Semester option possible for St. Edmund's Hall).

- Contact: Mary Joe Hughes (A&S Honors program)

Advanced Studies in England, Bath

This humanities program is run in collaboration with University College, Oxford. Literature, art, film, and women's studies are particular strengths. Fall or spring semester.

- Contact: Dean Carol Hurd Green (A&S)

France**University of Strasbourg, Strasbourg**

Students with solid French language skills may study political science, history, economics, or management at the University of Strasbourg. Full year. (Semester option possible for management studies.)

- Contacts: Donald Hafner (Political Science), Safizadeh Hossein (CSOM)

International Management and Business Institute of Paris, Paris

This program offers CSOM students the opportunity to take management courses in English and/or French while developing French language skills, studying alongside French counterparts in the heart of Paris. Spring semester.

- Contact: Judy Gordon (CSOM)

Paris Critical Studies Program, Paris

BC students take courses in literature, cultural theory, communications, cinema, theatre, and philosophy. This program is organized by the Council on International Education Exchange. Semester or full year.

- Contact: Ourida Mostefai (Romance Languages and Literatures)

University of Paris, Paris

This program and its very extensive curriculum is complete with on-sight support and allows students with French language skills to register in any of eight Paris universities, including the Sorbonne Nouvelle, and Nanterre branches of the University of Paris. Semester or full year.

- Contact: Frank Murphy (History)

Germany**Eichstätt University, Eichstätt**

Students may take courses from across the disciplines at this Catholic institution near Munich. A six-week intensive language program is offered to spring semester participants. Semester or full year.

- Contacts: John Heineman (History), Michael Resler (Germanic Studies)

Technical University of Dresden, Dresden

Dresden Technical University offers courses taught in German in a wide range of disciplines. The program is of special interest to students pursuing Germanic Studies or European History. Semester or full year.

- Contact: Michael Resler (Germanic Studies)

Holland**University of Amsterdam, Amsterdam**

BC students choose from a broad range of English language curriculum that includes European history and culture, political science, sociology, and gender studies. A fall semester art history program will begin in 1996. Semester or full year. Undergraduate or graduate.

- Contact: Seymour Leventman (Sociology)

University of Nijmegen, Nijmegen

BC English majors enroll in English and American Studies. Semester or full year.

- Contact: Christopher Wilson (American Studies)

Hong Kong**Hong Kong University of Science and Technology Exchange, Hong Kong**

CSOM students take courses in business management and the sciences in English at Asia's foremost business school. Semester or full year.

- Contact: Sheridan Titman (Finance)

India**Loyola College Madras, Madras**

Loyola College, a Jesuit institution located in Madras on India's southeast coast, offers programs in the liberal arts, commerce, and scientific studies. Fall semester, running from mid-June to mid-November.

- Contact: Frank Clooney, S.J. (Theology)

Ireland**University College Cork, Cork**

UCC, located in Ireland's "capital of the South," offers an excellent program in Irish Studies as well as a wide selection of courses in management and the humanities. Semester or full year.

- Contacts: Adele Dalsimer (English), Kevin O'Neill (History)

University College Galway, Galway

This program, with its strength particularly in Irish Language Studies and Irish Studies, offers both a fall-semester senior program and a semester/full-year program for juniors in any of the disciplines offered at UCG. Semester or full year.

- Contacts: Philip O'Leary (English), Kevin O'Neill (History)

Trinity College Dublin, Dublin

Students take courses from a wide range of disciplines in management and the humanities. Trinity College is one of Europe's oldest and most respected academic institutions. Full year.

- Contact: Kristin Morrison (English)

Magee College, University of Ulster, Londonderry, Northern Ireland

Boston College students live and study at Magee College in Londonderry (Northern Ireland) and take courses in history, political science and management. The university is particularly well-known for its program in Peace and Conflict studies. Semester or full year.

- Contacts: Donald Hafner (Political Science), Robert Savage (History)

Italy**Classical Studies Rome, Rome**

Junior classical studies majors or minors study Greek and Latin literature, ancient history, archaeology, and ancient art on-site. Semester.

- Faculty coordinator: Ted Ahern (Classical Studies)

University of Parma, Parma

Students with intermediate Italian skills are integrated into the Italian classroom and take intensive language classes. This program is of particular interest to students majoring in Italian, history, fine arts, and management. Spring semester or full year.

- Faculty coordinator: Brian O'Connor (Romance Languages and Literatures)

Japan**Sophia University, Tokyo**

We recommend that students with at least two years of Japanese enroll at Sophia University in Tokyo, Japan. Nevertheless, a wide range of courses are taught in English. Semester or full year.

- Contact: Margaret Thomas (Slavic and Eastern Languages)

Korea**Sogang University Seoul Exchange, Sogang**

This Jesuit university in Seoul, Korea offers courses for speakers of Korean, and includes intensive Korean language courses. Semester or full year.

- Contact: Ramsay Liem (Psychology), Ted Youn (SOE)

Mexico**Iberoamericana University, Mexico City**

Boston College students may select courses from across the disciplines at this distinguished Jesuit university located in Mexico City. Course work is done in Spanish and may be supplemented with intensive Spanish language courses. Semester or full year.

- Contact: Harry Rosser (Romance Languages and Literature)

Morocco**Al Akhawayn University, Ifrane**

Although some French language proficiency is recommended, at this American-style university courses are taught in English and allow Boston College students to study alongside Moroccan students in a variety of disciplines. Semester or full year.

- Contact: David Northrup (History)

Philippines**Ateneo de Manila University, Manila**

This highly regarded Jesuit university enables students to combine the study of philosophy, economics, developmental studies, business and liberal arts courses with a community service project, working with a fishing or farming community or among the urban poor. Fall semester.

- Contacts: William Harris (Sociology), David McMenamin (Philosophy)

Poland**Jagiellonian University, Krakow**

This program allows students to participate in both discipline and interdisciplinary-based studies at this distinguished European university, founded in 1364. Semester or full year.

- Contacts: Mark O'Connor (A&S Honors Program), Rena Lamparska (Romance Languages and Literatures).

Russia**Russian Academy of Science, St. Petersburg**

Students with Russian language proficiency interested in Russian literature, political science, history, sociology, and culture study at the Russian Academy of Sciences in St. Petersburg. Semester or full year.

- Contact: M.J. Connolly (Slavic and Eastern Languages)

Scotland**University of Glasgow, Glasgow**

Students participate in a broad range of courses across the disciplines, including European history, political science, Scottish literature, Gaelic studies, geology, and management. Semester or full year.

- Contacts: Kristin Morrison (English), Jeff Cohen (CSOM)

Spain**Autonoma University, Madrid**

Students may select courses from across the disciplines, including intensive language courses for foreign students, at this major Spanish university. Semester or full year. Undergraduate or graduate.

- Contact: Elizabeth Rhodes (Romance Languages and Literature)

Pompeu Fabra University, Barcelona

Students may take courses in Spanish or Catalan at this new Spanish university. Fields of particular interest include the humanities, economics, journalism, law, political science, and translation. Semester or full year.

- Contacts: Jim Anderson (Economics), Elizabeth Rhodes (Romance Languages and Literatures)

Pontificia Comillas University, Madrid

This university offers an excellent management curriculum for CSOM students. Other areas of study offered include psychology, sociology, and theology.

- Contacts: Enrique Ojeda (Romance Languages and Literatures), Dean John Neuhauser (CSOM)

SUMMER PROGRAMS**Australia****Boston-Melbourne Business Internship Exchange,**

This exchange involves five students each from BC and from Monash University in Melbourne. Each student works for six weeks in the host city. Academic credit is possible for students who pursue approved summer research projects.

- Contact: Office of International Programs

Belgium**Irish Institute for European Affairs in Belgium**

Boston College and the Departments of Economics, fine arts, history, and political science offer a three-and-one-half-week summer program in association with the Irish Institute for European Affairs in Louvain (Leuven), Belgium.

- Contacts: Katherine Hastings (AVP), David Deese (Political Science)

Caribbean**Caribbean Studies Program**

This one-month Black Studies summer program takes students to Barbados, Trinidad and Tobago.

China**Boston-Hangzhou Business Internship Exchange**

This exchange involves three students each from BC and from Hangzhou. Each student works for six weeks in the host city. Academic credit is available to students pursuing summer research projects.

- Contact: Office of International Programs

France**Boston-Strasbourg Business Internship Exchange**

This exchange involves ten students each from BC and from the Business School of the University of Strasbourg. Each student works for six weeks in the host city. Academic credit is available to students pursuing pre-approved summer research projects.

- Contact: Office of International Programs

Ireland**Ireland Today**

This three-week field study in Northern Ireland is run in collaboration with the University of Ulster's Magee College. Students earn three credits for participation in a series of seminars, workshops, and field excursions and the completion of an independent research project.

- Contact: Rob Savage (History)

Northern Ireland Program

Three-week program at Ulster University's U.N. Center for Peace and Conflict Studies.

Abbey Theatre Program

This three-week workshop focuses on management, acting, directing, production, the history of the Irish theatre, and the staging of an Irish play.

- Contact: Philip O'Leary (English)

OTHER OPPORTUNITIES**Overseas Student Teaching Program**

Students may perform their elementary or secondary student teaching at an international school in the British Isles, France, Germany, Spain, and Switzerland. Semester.

- Contact: Carol Pelletier (SOE)

Chaplaincy Volunteer Programs

Chaplaincy International short-term programs enable participants to live and perform community service in underdeveloped countries such as Ecuador, Jamaica, Mexico and Belize.

- Contact: Ted Dziak, S.J. (Chaplaincy)

EXCHANGE PROGRAM**The Washington Semester Program**

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. Students completing this program receive one semester of academic credit. Interested students should contact Prof. Dennis Hale, Political Science Department.

SPECIAL PROGRAMS**Cross Registration Program****The Consortium**

Under a program of cross-registration, sophomores, juniors and seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form are available in the University Registrar's Office, Lyons 112.

The PULSE Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy, Theology, and other disciplines. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Opportunities for field experience are available in a variety of different neighborhoods and social service agencies. Included in the range of placements are crisis-counseling services, community action groups, residences for retarded citizens, adolescent homes, after-school recreation programs, and correctional services. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

Supervision of student work includes on-site meetings with indigenous staff supplemented by meetings on campus with a student coordinator. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and constructive feedback.

Students may participate in PULSE during any of their undergraduate years at Boston College. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in

PULSE courses. PULSE courses fulfill all the Core requirements in Philosophy and Theology.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

The Program for the Study of Faith, Peace and Justice

This program offers students the opportunity to examine and intensify their faith commitments and to explore the significance of these commitments for the task of bringing about just and peaceful solutions to national and international problems. The Program sponsors courses, campus events, and special activities for its participants.

Students who meet the academic requirements of the Program (see the section on "Minors" in the College of Arts and Sciences section of this Catalog) may minor in Faith, Peace and Justice Studies. Alternatively, students may choose to concentrate on faith, peace, and justice concerns within their major field. In either case the same pattern applies, namely, an introductory course (UN 160 The Challenge of Justice), four intermediate courses taken with the advice and consent of the Director, and, finally, UN 590 Senior Seminar Project.

Program events include guest speakers, panels, and student-faculty conferences. Special activities for participants in the FPJ Program include retreats, service days, service trips, dinners and discussions with guest speakers and faculty on faith, peace, and justice issues.

For further information please contact Prof. Matthew Mullane, Gasson 109, x3886.

Undergraduate Faculty Research Fellows Program

The Undergraduate Faculty Research Fellows Program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Academic credit is not granted through the program. All full-time undergraduates are eligible, although a limited number of students may be supported each semester. Contact your Dean's Office for more information, or inquire with faculty directly to express your interest in being involved in their research.

Presidential Scholars Program

The Presidential Scholars Program offers applicants who are in the top 1-2% of the national pool of students the opportunity to participate in a program which is uniquely expressive of Boston College's Jesuit heritage. Ten participants are chosen from the group of Early Action applicants on the basis of academic excellence, personal accomplishments, and future potential. The program's purpose is to offer this select group of students the richest academic experience available at the University, to nurture qualities of intellectual pursuit and humane leadership, and prepare them for opportunities in graduate education.

Reserve Officer Training Programs

Army Reserve Officers Training Program

In cooperation with Northeastern University, the Army Reserve Officers Training Corps (ROTC)

Program is offered to qualified Boston College students. Through the BC Extension Center, a majority of the classes, drills, and training are conducted on campus. Basic Course (freshman/sophomore) involves about two hours per week with no service obligation while Advanced Course (junior/senior) results in a Second Lieutenant's commission and a service obligation.

Advanced Course and scholarship students receive \$100 per month while in school. ROTC Scholarships of four and three years are available to qualified students in a Tier System of funding at \$12,000; \$8,000; and \$5,000 per year for tuition and up to \$400 annually for fees and \$450 annually for books, supplies and equipment. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25) at 617-552-3230, or refer questions to the Associate Dean for Student Development Michael Ryan, 617-552-3470.

Navy Reserve Officer Training Program

This program is available only to students in the School of Nursing. They may cross enroll in Navy Reserve Officer Training at Boston University. Three and four year programs exist with possible scholarships (all expenses except for room and board, with a \$100 per school month stipend) for qualified Nursing students. All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development Michael Ryan, 617-552-3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

Air Force Reserve Officer Training Program

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps Program. Scholarships (full and partial) are available to qualified students for four, three or two years and include tuition (full or partial), books, fees, and \$100 per school month stipend. Academic specialties for scholarships include nursing, mathematics, physics, computer science, accounting, economics, management and business administration. All training, drills and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

Marine Corps Platoon Leaders' Class

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores and juniors. No classes or training takes place during the academic year with the exceptions of informal meetings or participation in the "Semper Paratus" Club.

Student/candidates attend Officer Candidate School (Quantico, VA) training either in two 6 week sessions (male freshmen/sophomores) or one 10 week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is in-

curred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then 3 1/2 years active duty or longer if aviation positions. Student/candidates may drop from the program at any time prior to commissioning.

For more information, contact the Marine Officer Selection Office, Boston, at 617-451-3009.

University Capstone Courses

The University Capstone program offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and the search for higher meaning. Capstone seminars are taught by faculty from various schools and departments within Boston College, and are limited to 15 to 20 students. See the "University Courses" section of this Catalog.

COURSE NUMBERS AND CODES

The alphabetic prefix indicates the department or program offering the course.

(F: 3) or (S: 3)—Designates a 3-credit course that will be offered either in the fall or in the spring.
(F, S: 3)—Designates a course that will be offered in the fall and in the spring, but may be taken only once for 3 credits.

(F: 3-S: 3)—Designates a two-semester course that can be taken both semesters for a total of 6 credits.

Courses without semester designation are not offered in 1996-97 but are taught by the department on a regular basis.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student fulfills a Core curriculum. These courses introduce a student to the variety of ways of interpreting the world and lead to a greater understanding of the methodologies and content of the different disciplines.

Each student selects a major, which is a systematic concentration of courses that develops an in-depth understanding of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences. Students are subject to the major requirements as published for the year in which they entered Boston College.

The fields in which majors are available are the following: Art History, Biochemistry, Biology, Chemistry, Classical Civilization, Classics, Communication, Computer Science, Economics, English, Environmental Geosciences, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Studio Art, Theatre, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas.



ACADEMIC AND CAREER PLANNING

Because of the diversity offered by the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major and in the selection of courses in the major, as well as in the Core curriculum, and in the electives. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g., languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the

freshman year to fulfill the requirements for admission to professional schools in these areas.

In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of a program. To ensure a coherent, well-developed program, students must meet with their faculty advisor before registration for each semester. They should also consult with other faculty, students, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center. Potential employers and professionals outside the Univer-

sity can also help ensure that all academic options have been considered and that plans are properly laid for meeting post-graduate objectives.

It is not necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. However, it should provide preparation for graduate study in the major field or a related field. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by the professional schools or employers, the student might effectively prepare for any one of a wide variety of careers, perhaps for one not foreseen while the student is in college.

ACADEMIC REGULATIONS

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Catalog except where a different date is explicitly stated in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Within this requirement, all students must complete the Core curriculum and a major of at least 10 courses and must fulfill the language proficiency requirement. Thirty-two of the required 38 courses must be in Departments of the College of Arts and Sciences. The remaining 6 courses may be chosen from the offerings at the Boston College professional schools.

1.2 The following courses comprise the Core curriculum and are required for all students entering Boston College scheduled to graduate in May 1997 or thereafter:

- 1 course in Writing
- 1 course in Literature (Classics, English, Germanic Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 1 course in Mathematics
- 2 courses in History (European History since 1500)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Economics, Political Science, Psychology, Psychology in Education, or Sociology)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Theology
- 1 course in Cultural Diversity

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement or an elective.

Identification of the courses that will satisfy the Core can be determined by reference to each semester's *CoRSS Plus* Booklet.

1.3 All students in the College of Arts and Sciences must before graduation demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by a satisfactory score on a standardized exam, by passing an exam administered by a Language Department, or by successful completion of the second semester of course work at the intermediate level or one semester above the intermediate level. Fulfillment of the proficiency requirement by examination does not confer course credit.

1.4 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.5 It is possible for a student to major in two fields, but for each major all requirements must be satisfied, *and no course may count toward more than one major* or toward a major and a minor.

Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are usually required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans. Students should make up deficiencies as soon as possible (see 5.4). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth course. Students should register on-line for the sixth course during the Drop/Add period, and must notify the Dean by the sixth week of classes whether they wish to drop the course or keep it for credit. Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration will be charged at the prevailing credit-hour rate.

2.4 The only courses that a student, after admission to Boston College, may apply towards an Arts and Sciences degree (whether for Core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Foreign Study Program;
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- subject to certain restrictions, courses in the College of Advancing Studies;
- courses approved to make up deficiencies as specified in 5.4.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 104) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- (1) Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
- (2) Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.
- (3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-freshmen are eligible to enroll on-line in a course on a Pass/Fail basis anytime during the registration period.

3.2 No student may take more than 6 Pass/Fail courses for credit toward a degree.

3.3 Courses taken to fulfill Core or major requirements and any language courses taken before the language proficiency requirement is fulfilled may not be taken on a Pass/Fail basis.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

(a) At any time before the senior year, a student may be exempted from taking courses in a Core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the Chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.

(b) Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first se-

mester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will pass five courses each semester for the first three years and four courses each semester senior year. Students who do not meet these expectations because of failure, withdrawal or underload will incur course deficiency(ies). In order to remain in the College a student must maintain a cumulative average of at least 1.5 for the first five semesters and have a cumulative average of 1.667 in order to begin senior year and to graduate.

5.2 A student who has incurred three or more deficiencies will be required to withdraw from the College at the end of the semester in which the student has incurred the third deficiency. A student whose cumulative average falls below 2.0 or who incurs two deficiencies is automatically on academic warning. The Deans of the College shall notify any student on academic warning and require that student to obtain appropriate academic advice.

5.3 A student who has been required to withdraw because of three or more deficiencies may be eligible for readmission. To be eligible for return a student must fulfill the conditions specified by the Dean's letter of withdrawal. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the College.

5.4 A student who by failure, withdrawal or underload lacks the number of courses required by his or her status must make up the deficiencies. Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admission Office must make up these deficiencies in order to graduate as scheduled. Deficiencies may be made up by taking courses in the summer session or part-time division of Boston College or another accredited 4-year college. All such courses must be approved beforehand by an Arts and Sciences Dean and the student must earn a minimum grade of C-. With special permission, a student may make up deficiencies by passing additional courses at Boston College in a regular academic year. A deficiency should be made up as soon as possible after it has been incurred.

5.5 No more than three approved 3-credit courses or their equivalent from any one summer will be accepted to make up deficiencies. No more than eight approved 3-credit make-up courses or their equivalent will be accepted for degree credit.

5.6 Appeals on matters of fact involved in required withdrawal or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the regulations involved in required withdrawal or readmission may be carried to the Dean of the College of Arts and Sciences for final adjudication.

Course Requirements

6.1 Students are expected to attend class regularly, take tests and submit papers and other work at the

times specified in the course syllabus by the professor. A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

6.2 A student who must miss class for an extended period of time (a week or more) should bring documentation of the difficulty to the class Dean. The Dean will notify course instructors of the reasons for a student's absences and request reasonable consideration in making up work that has been missed, but final arrangements for completing course work are entirely at the discretion of the course instructor.

There are situations where a student misses too much work and too many classes to be able to complete the course satisfactorily. In such cases, it is advisable to withdraw.

6.3 Students are responsible for taking all tests, quizzes, and examinations when they are given and have no automatic right to be given a make-up examination. They are also responsible for submitting all written work for a course to the instructor by the published deadline. Professors are not obliged to accept any work beyond the deadline or to grant extensions.

Leave of Absence

7.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not ordinarily be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Honesty

8.1 The College expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, or dishonesty, or collusion in another's dishonesty is a fundamental violation of these norms. It is the student's responsibility to understand and abide by these standards of academic honesty.

Cheating is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. This includes data falsification; the fabrication of data; deceitful alteration of collected data included in a report; copying from another student's work; unauthorized cooperation in doing assignments or during an examination; the use of purchased essays or term papers, or preparatory research for such papers; submission of the same written work in more than one course without prior written approval from the instructor(s) involved; and dishonesty in requests for either extensions on papers or make-up examination. *Plagiarism* is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. *Collusion* is assisting or attempting to assist another student in an act of academic dishonesty.

As part of their scholarly development, students must learn how to work cooperatively in a community of scholars and how to make fruitful

use of the work of others without violating the norms of intellectual honesty. They have a responsibility to learn the parameters of collaboration and the proper forms for quoting, summarizing, and paraphrasing. Faculty advisors and other faculty members can give additional information and instruction in this area.

A faculty member who detects any form of academic dishonesty has a responsibility to take appropriate action. The faculty member also has the responsibility to report the incident and penalty to the Department Chairperson and to the appropriate class Dean. The report will remain in the student's file in the Dean's Office until the file is destroyed.

If the gravity of the offense seems to warrant it or if the faculty member prefers that another academic authority decide the matter, he/she may refer the case to a Dean. In addition, if the student feels that a faculty member's decision is unfair or excessive, he/she may choose to have the matter adjudicated by an Associate Dean or by an Administrative Board.

8.2 If an Associate Dean adjudicates the matter, he/she will interview the student, the faculty member bringing the charge and other appropriate persons and review all the evidence submitted by the student and/or faculty member. Any appeal from the decision of an Associate Dean shall be to the Dean of the College. The student must file this appeal in written form within 10 days of the date of the Associate Dean's decision. The decision of the Dean is final.

8.3 An Administrative Board shall be composed of three people from the College, i.e., an Associate Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

The Board shall submit its recommendations to the Dean of the College who shall review the report, make a final determination and communicate the decision to the student. The decision of the Dean is final.

8.4 Cases of academic dishonesty unrelated to a class shall be adjudicated and the penalty determined by the Dean of the Class to whom the student belongs. Any appeal from this decision shall be to the Administrative Board as described in 8.3. 8.5 In cases of multiple offenses, or a particularly egregious single offense, against academic integrity the Deans shall impose an appropriate penalty. This may take the form of suspension or permanent withdrawal from the College.

Procedure of Appeal

9.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

9.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the Chairperson or Director of the appropriate department or program.

9.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department Chairperson or program Director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

10.1 Students in the schools of Education, Management, and Nursing may apply for transfer to the College of Arts and Sciences at the end of their freshman year.

10.2 Students transferring into the College of Arts and Sciences will ordinarily be expected to have a cumulative average of at least 3.0 and no deficiencies. All students must complete at least 3 semesters of full-time study in A&S after the transfer; previous enrollment in A&S courses will not satisfy this requirement nor will study abroad or other special study programs.

Grade Change

11.1 Grades submitted by faculty at the end of each semester are considered final grades unless the faculty member has granted a student an extension to finish course work. Such extensions should only be granted for serious reasons, e.g., illness. Any other grade changes should be made only for exceptional reasons. All grade changes, including those for extensions, must be submitted to the Deans for approval no later than 6 weeks after the beginning of the semester following that in which the course was initiated. Incomplete grades that are not changed within the 6-week deadline will become F's and will be considered final grades.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude to the next 15%. The percentages are based on the student's 8-semester cumulative average.

SPECIAL ACADEMIC PROGRAMS

The Honors Program

The Honors Program offers gifted students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. About eight percent of entering A&S freshmen are invited to join the program each year, on the basis of their high-school records, recommendations of teachers, and SAT

scores. Occasionally other students whose performance in freshman year warrants it may be considered for admission to the Honors Program for sophomore year. They should inquire during second semester at the office in Gasson 102. In order to remain in the program students must ordinarily maintain a GPA of at least 3.33.

Students in the Honors Program complete a major in one of the regular A&S departments. In addition they must satisfy the following Honors Program requirements:

Western Cultural Tradition I-VIII: In freshman and sophomore year, students are required to take this intensive course, for six credits each semester (a total of 24 credits). It substitutes for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. The contents are the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the 20th century. Primary emphasis is on the texts, (this is not a survey course). Each section has approximately 15 students and is conducted as a seminar. Attendance at class and active participation in discussion are required. There are frequent paper assignments.

Junior Honors Seminar: In their junior year students take at least one of a number of specially designated seminars, which focus in-depth on salient topics or unfinished questions from the material of the *Western Cultural Tradition* course.

Honors Thesis: Seniors are required to write an honors thesis (unless they do a Scholar of the College project) under the direction of a faculty member in any department of the university. The thesis is ordinarily done for six credits and extends through both semesters of senior year.

Only students who have fulfilled these requirements satisfactorily and achieved a GPA of 3.3 or higher will have on their permanent records the designation that they have "completed the requirements of the A&S Honors Program."

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields.

The program is administered by the Dean's office. Students apply through their major departments and should ordinarily do Scholars' projects within that department. Interdisciplinary projects require the approval of the relevant departments, one of which must be the student's major department. It is expected that departments will propose only their best students as candidates for Scholar status. Normally, these students will have a GPA of 3.67 or higher but should not have a GPA lower than 3.50. Projects should consist of at least 12 credits and, to earn the designation of Scholar of the College at Commencement, a student should achieve a grade of at least A- for a project. Projects receiving lesser grades will be converted into Reading and Research courses.

Proposals should be reviewed carefully at the departmental level. A detailed evaluation should

be made of the preparation of the student to undertake the project, the substance of the proposal, and how the proposal fits the overall academic development of the student.

After approving a proposal, the department Chairperson must submit it to the Dean for approval. The material submitted must include the following: (1) the student's proposal, (2) written evaluations and recommendations from the faculty advisor and the Chairperson, (3) the projected number of credits for the project, and (4) the method of evaluation to be used. Proposals must be in the Dean's office by May 1 of the junior year if the student is a May graduate or by December 15 if a December graduate. Specific dates will be sent to Department Chairpersons each year. *Final approval of all Scholar of the College proposals comes from the Dean.* At the end of each semester the Dean will notify the appropriate Chairpersons of proposals that have been approved in their departments.

Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May.

Departmental Honors

The designation of departmental honors is reserved for above average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.0 grade point average. The student must plan, with the aid of a faculty advisor, a program of twelve courses, ten of which must be upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in-depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the

Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year; at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn Hall, the Departments of Psychology and Sociology (McGuinn), and the Dean's Office (Gasson 109).

Minors in the School of Education for Students in Arts and Sciences

Arts and Sciences students completing minors in the School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

Secondary Education

Students majoring in Biology, Chemistry, English, Foreign Language, History, Mathematics, Geology, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the second semester of the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development; Family, School, and Society; Psychology of Learning; Classroom Assessment; Working with Special Needs Children; Early Childhood Development.

Premedical/Predental Program

The Premedical/Predental Program at Boston College is not an academic major, but rather a program of study and a system of advising designed to help students consider carefully the various career opportunities in the health professions. The program is overseen by a faculty Advising Committee and is chaired by the Premedical/Predental Advisor.

Medical and dental schools clearly prefer applicants who have excelled in a particular field of study while demonstrating a high degree of excellence in the basic sciences. A premedical or predental student at Boston College may therefore select a major in any of the natural or social sciences or humanities. He or she, however, is also expected to take one full year of each of the four basic introductory laboratory sciences (General Chemistry, Organic Chemistry, Biology, and Physics) and pursue a liberal education within the context of the College's Core requirements. Many medical and dental schools either recommend or

require that applicants include one year of Calculus and one year of English.

Application to medical or dental schools is usually (but not always) undertaken during the summer before the beginning of senior year. Since the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) and all required course work must be completed before application, it is strongly recommended that all the required courses in science and mathematics be completed by the end of the junior year. A basic program of study for a premedical or predental student includes General Chemistry, Introductory Biology, and Calculus freshman year; Organic Chemistry sophomore year; and Physics junior year. Other program sequences are acceptable, however, and may be better suited to a particular student's interests and preparation.

The competition for places in medical and dental schools is keen, and applicants to either of the professional schools must be concerned with presenting the strongest possible credentials for admission. Premedical and predental students must therefore be prepared to continually evaluate their interests and achievements. Given the competition, some students may wish to research other career opportunities within and outside the health professions—in addition to medicine or dentistry. The Career Center has a supportive staff of professionals to help students further explore careers in health care and other areas.

Foreign Study Program

The aim of the Foreign Study Program is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must (1) have a 3.0 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress on Core requirements, (3) have the approval of the Chairperson of the major department, and (4) have adequate proficiency in the language of the country in which he/she plans to study.

Students should begin the application process by contacting the Foreign Study Office (Gasson 106) early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major or minor program; all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

MINORS

A minor in the College of Arts and Sciences must consist of six courses; contain a required course

of an introductory nature; aim for a coherent shape appropriate to the subject matter and offer the student courses that give him or her a sense of definite movement—from a beginning to a middle and an end, from introductory to advanced levels, from general treatments to specialized treatments, etc. Courses counted toward a major may not also count toward a minor. No more than one Core course taken as part of a minor can also be counted as part of the College Core requirement. Students who are double majoring may not minor and no student may have two minors. In the case of interdisciplinary minors, the student's program must include courses from three A&S departments.

Each minor will be administered by a committee, consisting of a Chairperson appointed by the Dean, and members who serve at the will of the Chairperson. One important function of this committee is the advising of students enrolled in the minor.

With the exception of the restrictions noted above, minors are open to all Arts and Sciences students and the courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions below.

American Studies

American Studies is an interdisciplinary program run by faculty from English, History, Fine Arts, Political Science, and Sociology to expose students to a wide range of approaches to American culture. Students are encouraged, with faculty advisement, to design a minor program that can either supplement their major or provide a separate area of study altogether.

The general focus of this interdisciplinary minor is on American culture past and present, specifically analyzing how American culture has been shaped by the interaction of race, class, ethnicity, and gender and other issues. Courses must be selected from the American Studies list, revised each semester when the *CoRSS Plus* listing is published and available from the American Studies faculty advisors (see below). These are courses taught by faculty associated with American Studies. Many are either interdisciplinary courses that deal with themes of race, class, gender, and ethnicity, or are characterized by a multicultural or cross-cultural focus. Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments.

Six courses are required for the minor. Three of five courses must be clustered around a common theme. Thematic clusters in the past have included the following: race in American culture, gender in American culture, ethnicity in American culture, media and race, media and gender, colonialism and American culture, poverty and gender, diversity in urban culture, and other topics. In the fall of the senior year, each student must (as his or her sixth course) take the elective designated in the previous year as the American Studies seminar. This course will also be interdisciplinary in nature. In 1996-97, the topic of the seminar will be American Culture in Contemporary Nonfiction, taught by Professor Christopher Wilson in the English Department (see the Department listing).

For further information on the American Studies minor, and application forms, see Prof. Andrew Bunie, History Department (Hovey House, x8452); Prof. Alexandra Chasin, English Department (x3727); or the American Studies Director Prof. Christopher Wilson, English Department (x3719).

Asian Studies

The Asian Studies minor enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. Requirements are as follows:

- (1) An introductory course, usually SL 263 Far Eastern Civilizations
- (2) 1 course in Asian history or political structure or diplomacy
- (3) 2 courses in an Asian language beyond the elementary level
- (4) 2 approved elective courses in Asian Studies from related areas such as the following: Art History, Philosophy, Theology, Political Science, Literature or a second Asian language

One of these electives may be a directed senior research paper on an approved topic.

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission, in advance, from the Director. Courses already being credited toward a major or toward Core requirements may not apply to the minor.

Further information is available from the Director, Prof. M. J. Connolly, Slavic and Eastern Languages Department, Lyons 210, x3912.

Biblical Studies

A special concentration in the Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. The minor consists of six courses to be distributed as follows: (1) the two-semester Core level introduction to the Bible (TH 001-002 Biblical Heritage); (2) two upper-level (level one, two and three) courses in the interpretation of particular books of the Bible or in special topics; (3) two elective courses, at any level including courses in biblical languages, archaeology, and ancient history, as well as Biblical books and topics.

For more information contact Prof. Anthony Saldarini, Theology Department, Carney 419F, x3549.

Black Studies

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program sponsors a 4 week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

The minor in Black Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104-105 (HS 283-284) Afro-American History I/II, in their sophomore year. They will choose three electives: of the three, one must be in either literature or sociology and one must be

concerned with Africa or with the Caribbean. The minor culminates in an interdisciplinary seminar or senior project. For further information on the Caribbean summer study program or the Black Studies minor, please contact Dr. Frank Taylor, Lyons 301, x3238.

Church History

The minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship, from its beginnings to the present day, in introductory-level courses. In upper-level courses, the student can focus study on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from the Theology and History Departments.

The normal requirements are (1) a required, two-semester introductory survey, TH 150-151 *The Christian Community: A History* (or an approved equivalent); (2) two courses approved by the Director of the minor program, in either the same historical period or in closely related periods, e.g., 2 early church history courses, or 1 early church history course and 1 medieval course; 2 Reformation courses, or 1 Reformation course and 1 modern European course and 1 American course; and (3) two upper-level electives.

Usually, a student may not use the same course to satisfy both major and minor requirements. A student should be aware that if a course is not offered in his/her field of interest, many faculty will agree to a private course of directed readings. The student will choose or be assigned an advisor from the faculty affiliated with the minor. Professor James Weiss (Theology) is the Director of the minor program. Professor Weiss is assisted by Profs. Margaret Schatkin, Donald Dietrich, Thomas Wangler, Stephen Brown (Theology), Benjamin Braude, Virginia Reinburg (History) and others.

Cognitive Science

The minor in cognitive science introduces students to an exciting field that tries to understand the human mind using ideas from psychology, linguistics, computer science, philosophy, anthropology, and biology. The minor provides exposure to contemporary and traditional approaches to the mind and experience working across disciplinary boundaries.

Requirements for the minor consist of six courses from outside a student's major. The foundation component (three courses) provides general background in several of the disciplines most relevant to cognitive science. The specialization component (two courses) provides depth of knowledge in a particular area. Together with his or her advisor, a student selects a pair of courses that focuses on one of the following substantive areas: language, human cognition (e.g., learning, memory, perception), artificial intelligence, or philosophy of mind. Other topics (e.g., cognitive science of music or humor, cognitive neuroscience) can serve as a specialization if an appropriate advisor and courses can be identified. The research component (one course) provides a first-hand look at how new knowledge is produced in cognitive science. Each student carries out a piece

of research, most often in the context of an independent study or readings and research course that includes participation in an informal seminar designed to encourage interdisciplinary communication on topics relevant to cognitive science.

Faculty advising is an integral part of the cognitive science minor. Before formally declaring the minor, students should meet with the Director. At this initial meeting, the Director will review the list of faculty affiliated with the minor and help each student select an advisor based on his or her interests within cognitive science. Students then meet with their advisors to design individualized programs of study.

Interested students should contact the Director, Prof. Hiram Brownell, x4145, Department of Psychology.

Environmental Studies

The goals of the Environmental Studies Minor are threefold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental problems; (2) to better prepare students for careers in the expanding field of the environmental professions; and (3) to provide preparation for further study at the graduate or professional school level. The minor requires six courses and may also include an optional internship. Students may select either a scientific or policy oriented program of study. All Environmental Studies minors will take three foundation courses chosen from a specified list of science and social science courses (foundation courses will vary depending on the student's major), two specialty environmental courses to be chosen from upper-level offerings in various departments, and a senior seminar. Opportunities will also be available for supervised internships and for preparation of a senior thesis. For further information or to register for this program, see the Director, Dr. Eric Strauss, Higgins Hall, 617-552-0735.

Faith, Peace and Justice Studies

Faith, Peace and Justice do not always seem compatible; an unjust peace may breed violence; an overzealous faith may attack the civil rights of non-believers. Still, the Judeo-Christian and other major faith traditions attest to the power of God to heal worldly divisions and promise various forms of reconciliation to earthly strife. How these attestations and promises relate to the work for peace and justice is the question this minor is organized to explore. In this way, the academic discipline serves those who hope that their own faith and the desire to live it more intelligently may contribute to peace and justice in the world.

Faith, Peace and Justice minors are given the opportunity and challenge to design their own interdisciplinary program of studies. This program, assembled by the student with advice of an FPJ faculty advisor and requiring the approval of the FPJ Director, follows a sequence of three stages: (1) general introduction, (2) structured exploration, (3) integrative synthesis. The introduction is provided by UN 160 *The Challenge of Justice*. Integrative synthesis is accomplished during the senior seminar, UN 590. In between, exploration is structured by the student's choice of one course in each of the following areas: (1) information

and/or interpretations on the human condition; (2) foundations in faith for peace and justice; (3) resources for maintaining order or promoting change; (4) methods for reconciling conflicting claims and forces.

Faculty advisement and consent of the FPJ Director are aimed at guiding the student's choices of courses toward the formation of a meaningful cluster of four courses. This cluster is the foundation for each student's senior project.

For more information contact the Director, Prof. Matthew Mullane, Gasson 109 (x3886).

Film Studies

The Film Studies Program assists students in developing critical and technical skills in the area of film. Video, photography, and television also play a supportive role in the development of these skills.

As a part of the Film Studies program a student can pursue any of the electives dealing with the above aspects of communications. The Film minor, a joint undertaking of the Fine Arts and the Communication Departments, is composed of six courses. Three are required: Filmmaking I, History of European Film, and a Communication course (Survey of Mass Communication, Visual Communication, Film as Communication, Novels into Film, Ethical Considerations in the Mass Media, Broadcast Programming) and three electives from the areas of production, film criticism and history, communications, and photography. These courses can be taken over a four-year period in any order convenient to the student's schedule.

Students interested in the Film Studies Program or Film minor can contact Prof. John Michalczyk in Devlin 420 (Fine Arts Department).

German Studies

The minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with a broad, yet in-depth, understanding of the impact German-speaking civilization has had—from the early Middle Ages up to the present—on the development of the Western world.

The German Studies minor consists of six one-semester courses. Of these six electives, a minimum of three upper-level courses (at least one of which must be conducted in German) is required within the Department of Germanic Studies; one of these courses will be GM 242 *Germany Divided and Reunited*. The remaining three courses may be chosen—in consultation with the Director of the minor—from the relevant offering of at least two of the following departments: History, Music, Theology, Fine Arts and Philosophy. Such courses should focus upon subjects related to German culture.

Students who are already pursuing a double major will not be accepted into the German Studies minor. Planning and fulfillment of the minor in German Studies require the final approval of the Director of the minor. Finally, students are encouraged to consult with the Director concerning opportunities for study abroad at a German or Austrian university during their junior year.

Interested students are asked to contact the Director of the minor, Prof. Rachel Freudenburg, Department of Germanic Studies, Carney Hall 357, x3742.

International Studies

International Studies is an interdisciplinary field combining work in several departments and professional schools that includes cultural, political, and economic relations among nations, international organizations, multinational corporations, private international institutions, and broader social or political movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question, or a geographic region. The program provides background for careers in government, business, non-profit organizations, international institutions and journalism, as well as for graduate study.

Entering students must submit to Professor David Deese (Political Science) for approval a two- or three-page typed explanation of the logic of their choice of courses, indicating the geographical, issue oriented or theoretical focus of the program of study. They must take six pre-approved courses from at least three different departments or schools, including: (1) two theoretical, comparative, or thematic courses; (2) two regional or area studies' courses, with at least one focused on third world nations; and (3) the completion of a substantial paper on an approved topic prepared in a readings and research course or seminar that is taken as one of the six required courses. A course may not fulfill a requirement both in a student's major and in this minor. An independent major in international studies is also available for students who are strongly committed to this field.

For enrollment in the minor read carefully the flyer available in the Political Science Department (McGuinn 201), complete the enrollment form, including the preliminary list of six courses, and contact Prof. David Deese, Political Science Department, McGuinn 217 or his assistant at x2096. For information and assistance you may also consult Profs. Robert Murphy, Economics Department, Carney 333, x3688; Paul Gray, Sociology Department, McGuinn 417, x4140, David Northrup, History Department, Carney 169, x3792; and Dean Carol Hurd Green, Gasson 109, x3283.

Irish Studies

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theatre, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries.

For Irish Studies Minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University

College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Foreign Study Office and see Professor Adele Dalsimer, English Department, or Professor Kevin O'Neill, History Department.

The Abbey Theatre Summer Workshop consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theater. Interested students should apply to Professor Philip O'Leary, English Department before March 1. Registration for this program takes place in the fall semester only.

Students minoring in Irish Studies are eligible for the Maeve O'Reilly Finley Fellowship to be used for graduate study in Ireland. This fellowship will be awarded annually to an Irish Studies Minor.

Students interested in the Irish Studies Program should contact Prof. Adele Dalsimer, English Department, x3723; or Prof. Kevin O'Neill, History Department, x3793.

Italian Studies

The minor in Italian Studies, an interdisciplinary program created by the Departments of Fine Arts, History, and Romance Languages, invites students to learn about the important role that the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic, and political history from the 11th century to the present; a broad range of studies on the developments in painting, sculpture and architecture from Early Medieval times to the present, Italian film, and the study of the great works of Italian literature.

Six one-semester courses are required, two in literature, two in history, and two in art history.

Students will be required to select elective courses in consultation with members of the Italian Studies Committee: Prof. Scott Van Doren, History, x3166; Josephine von Henneberg, Fine Arts, x8595; Rena Lamparska, Romance Languages, x3824. Students must also coordinate their choice with the Director of the Program, Prof. Rena Lamparska.

Substitutions for specific program requirements and the application of cross-registered courses from neighboring academic institutions require express permission in advance from the Italian Studies Committee. Courses already being used for a major may not apply also to the Italian Studies minor. Students who are double majoring or who already have a major and another minor will not be accepted.

For further information, contact Prof. Rena A. Lamparska, Department of Romance Languages and Literatures, Lyons Hall 307C, x3824.

Latin American Studies

The Latin American Studies minor is designed to provide an understanding of the cultural diversity within the Spanish-speaking countries that make up this increasingly important area of the world. In consultation with the Director of the program, students will choose six courses, representing at least three disciplines. Departments offering courses in Latin American Studies include Black

Studies, Economics, Education, Fine Arts, History, Political Science, Sociology, Spanish language and literature, and Theology. Proficiency in Spanish equivalent to the level of a third-year college course is a minimum requirement. No more than one course in Spanish language at the third or fourth level may be counted toward the minor. For further information contact Prof. Harry Rosser, Lyons 302B, (x3828).

Medieval Studies

The Middle Ages, the thousand-year period from the end of the Roman Empire to the Renaissance, produced Thomas Aquinas and Dante, Becket and Chaucer, knights and chivalry, cathedrals and universities; these centuries are the focus of the interdisciplinary program in Medieval Studies. Students may investigate all the expressions of medieval society and its culture in courses in medieval history, philosophy, theology, art history, languages, and literature.

The normal course of study for this minor—six one-semester courses, HS 165–166 Medieval European History I/II and any four semesters of the following courses, of which two must belong to the same course sequence: FA 221–222 Art of the Medieval World I/II, PL 340–341 Philosophy in the Middle Ages I/II and two courses in a language or literature of the Middle Ages. If these courses are not being offered, alternative courses may be selected, in consultation with the Program Director.

Additional elective courses may be found under the appropriate departmental listings (Classical Studies, English, Fine Arts, Germanic Studies, History, Philosophy, Romance Languages and Literatures, Slavic and Eastern Languages, and Theology), and may be chosen with the advice of a member of the Medieval Studies Committee.

Students who wish to obtain further information or to register for this program should contact the Director, Prof. Laurie Shepard, Lyons 311, x8269.

Middle Eastern Studies

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern Studies useful for careers such as journalism, diplomacy, business, social service as well as graduate programs of academic and professional training. It promotes and encourages lectures and discussions on the Middle East for the benefit of the entire Boston College community. It also acts as a center for information on academic travel and study in the region. Courses cover both the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings. We alert students to courses in the languages, literatures, and religions of the Middle East offered by the Departments of Theology and Slavic and Eastern Languages and by Boston University, Brandeis University, Hebrew College, and Tufts University for Boston College credit under the Cross-Registration Program. Detailed descriptions may be found under the appropriate departmental listings.

Students interested in the program should contact Prof. Benjamin Braude, History Department, Lyons 210, x3787.

Modern Greek Studies

The minor in Modern Greek Studies aims at providing a framework for students who, in addition to their major in another field, want to gain some expertise in the language, culture, literature, and history of contemporary Greece.

Today's Greece claims its heritage from the glory of its ancient civilization and the long-lasting strength of the Byzantine Empire. Greece is now particularly appropriate for study because—located on the crossroads between Europe and the Near and Middle East, and bordered by countries until recently considered behind the Iron Curtain—it is also a member of the European Union. This community of nations (planning to eliminate internal trade barriers) will challenge the United States and Japan for world-wide economic supremacy.

The minor should be of special interest to the large Boston College undergraduate population of Greek descent because it offers to those students an academic presentation of their heritage. To all students it grants the opportunity to broaden their expertise and test the approaches of their major field of concentration by applying them to the special case of modern Greece.

The requirements for the minor in Modern Greek Studies—six one-semester courses—are as follows: (1) an introductory level course entitled Introduction to the Modern Greek World; (2) two courses in Modern Greek language; (3) two approved electives (the choice is to be determined by consultation with a departmental advisor) in history or literature; and (4) an advanced seminar or independent study in readings and research, during which a senior paper will usually be written.

Some of the requirements under (2) and (3) may be fulfilled through study at a recognized program in Greece (for further information contact the Foreign Study Program or the Department of Classical Studies). Detailed descriptions may be found under the appropriate departmental listings.

For further information contact the Director of the minor in Modern Greek Studies, Prof. Dia M.L. Philippides, Department of Classical Studies, Carney 155, x3664.

Russian and East European Studies

The Russian and East European Studies minor requires six approved courses, distributed as follows:

- 1 introductory course (usually HS 272 (PO 438) Introduction to Russian, Soviet and East European Studies); 1 additional course in Russian or East European history or politics;
- 2 courses in Russian or another East European language at the intermediate or upper-division level;
- 2 approved elective courses from related areas such as: Philosophy, Theology, Economics, Education, literature or language, Political Science, History, Art History or Film Studies.

One of these electives may be a directed senior research paper on an approved topic.

Substitutions for specific requirements in the normal program and the application of cross-registered courses from neighboring institutions require express permission in advance from the Director. Courses already being credited toward

a major or toward Core requirements may not apply to the minor. Further information is available from the Director, Prof. M. J. Connolly, Slavic and Eastern Languages Department, Lyons 210, x3912.

Women's Studies

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in society. Women's Studies analyzes the differences among women as a result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women's roles in various institutions and societies. The Women's Studies Program offers an interdisciplinary minor that consists of two required courses: Introduction to Feminisms (EN 125, PS 125, SC 225), and Advanced Colloquium in Women's Studies (EN 593), plus four additional courses (selected from a range of disciplines).

If you would like more information, advisement concerning courses in the Women's Studies Minor, or would like to officially register for the Minor, please contact Prof. Beth Kowaleski-Wallace in 519C McGuinn (x8528). You may decide to minor in Women's Studies any time prior to graduation provided that the requisite scope and number of courses have been completed with satisfaction.

INTERDISCIPLINARY PROGRAMS

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on the undergraduate level. Participating faculty come from the Departments of Education, Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia, the Balkans, and Central Asia.

CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from Prof. Raymond T. McNally, (History) Director, Carney 171 and from Prof. Donald Carlisle (Political Science), Assistant Director, McGuinn 220.

The Immersion Program in Foreign Languages

The Department of Romance Languages and Literatures offers interdisciplinary programs in which students may take required or elective courses in French or Spanish. Students in the French program may choose courses in the areas of business, fine arts, history, literature, philosophy, political science and theology; students in the Spanish segment may choose from business, fine arts, history and literature. For additional information about the Immersion Program, students may contact the Director, Katharine Hastings, or the Co-Director, Prof. James Flagge.

AREAS OF MAJOR STUDY

The philosophy and objective of each major are presented, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors. Students are subject to the major requirements as published for the year in which they entered Boston College.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with Core courses and electives taken in other areas, a liberal arts experience. A major is a systematic concentration of courses taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and the areas of concern in which the discipline is presently involved.

SENIOR AWARDS AND HONORS

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in course work and the Scholar's Project. Candidates for Scholar of the College are nominated by the department Chairperson and selected by the Dean in their junior year.

Order of the Cross and Crown: For men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapt Philosophy Medal: For overall outstanding performance in philosophy courses.

Andres Bello Award: For excellence in Spanish.

George F. Bemis Award: For distinguished service to others.

Albert A. Bennett Award: For a high level of mathematical achievement and interest in and desire for a career in teaching.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendan Connolly, S.J. Award: For outstanding love of books and learning.

Matthew Copithorne Scholarship: For a graduating senior who exhibits exemplary qualities of character, industry and intelligence and plans to do graduate study at Harvard or M.I.T.

Cardinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

The Joseph Dever Fellowship: For a graduating senior who shows promise of a career in writing.

The John Donovan Award: Given to the student who has written the best paper for a sociology course.

Patrick Durcan Award: For overall outstanding performance in history courses.

Maeve O'Reilly Finley Fellowship: For a graduating senior or Boston College graduate student who has demonstrated outstanding achievement in Irish Studies and who will enter an Irish university graduate program.

Mary A. and Katherine G. Finneran Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

Thomas I. Gasson, S.J. Award: For a distinguished academic record over four years.

General Excellence Medal: For general excellence in all branches of studies during the entire four years at Boston College.

Princess Grace of Monaco Award: For excellence in French.

Janet Wilson James Essay Prize: For an outstanding Senior Essay in the area of Women's Studies.

William A. Kean Memorial Award: To the outstanding English major.

Bishop Kelleher Award: Given to an undergraduate student for the best writing in poetry published in a Boston College undergraduate publication.

William J. Kenealy, S.J. Award: For distinction in both academic work and social concern.

Mark J. Kennedy Medical Scholarship: For a student who has been accepted to a medical school and who has been outstanding in character, leadership and scholarship.

Joseph M. Larkin, S.J. Award: Presented annually to the senior member of the Boston College

Dramatics Society who has most clearly exhibited the qualities of dedication and integrity exemplified by the life and career of Rev. Joseph M. Larkin, S.J.

Allison R. Macomber, Jr. Award in the Fine Arts: For outstanding work in the Fine Arts.

Richard and Marianne Martin Award: For excellence in Art History and Studio Art.

John W. McCarthy, S.J. Award: For the outstanding project in the sciences and in the humanities and social sciences under the Scholar of the College Program.

Albert McGuinn, S.J. Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

Henry J. McMahon Award: For a graduating senior who has been accepted at a law school and has been distinguished by scholarship, loyalty, and service to the College.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: For overall outstanding performance in theology courses.

John H. Randall III Award: For the best essay on American literature or culture during the previous year.

Mary Werner Roberts Award: Given in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the *Stylus* this year.

Secondary Education Award: For a student in the College of Arts and Sciences who has completed the Secondary Education Program within the School of Education and has achieved distinguished success as a student teacher.

Harry W. Smith Award: For use of personal talents to an exceptional degree in the service of others.

Joseph Stanton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Max Wainer Award: To the senior who is deemed the outstanding student in classics.

Nominations for these awards may be submitted to the Office of the Dean.

B I O C H E M I S T R Y

The interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. The minimum requirements for the Biochemistry Major are the following:

- Two semesters of General Chemistry and laboratory
CH 109–110 (or CH 117 & CH 118) lecture
CH 111–112 (or CH 119–120) laboratory
- Two semesters of Introductory Biology
BI 200–202 lecture
- Two semesters of Biology Laboratory
BI 307 Laboratory Basis of Biological Investigations
BI 308 Laboratory in Molecular Biology & Genetics
- Two semesters of Organic Chemistry and laboratory

- CH 231–232 (or CH 241–242) lecture
CH 233–234 (or CH 243–244) laboratory
- Two semesters of Molecular Cell Biology and Genetics
BI 304–305 lecture
- One semester of Analytical Chemistry and laboratory
CH 351 lecture & laboratory
- One semester of Physical Chemistry
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology
CH 561–562 Biochemistry I & II lecture, or
BI 435 & BI 440 Biological Chemistry, Molecular Biology lecture
- One semester of Biochemistry laboratory
BI 480 or CH 563 laboratory
- Two advanced electives from the following list:
CH 564 Physical Methods in Biochemistry

- CH 565 Structure and Function of Nucleic Acids
- CH 566 Bioinorganic Chemistry
- CH 567 Protein Structure and Function
- CH 569 Enzyme Mechanisms
- CH 570 Introduction to Biological Membranes
- CH 582 Advanced Topics in Biochemistry
- BI 454 Introduction to the Literature of Biochemistry
- BI 474 Principles of Metabolism
- BI 506 Recombinant DNA Technology
- BI 509 Intermediate Cell Biology
- BI 515 Biophysical Chemistry
- BI 556 Developmental Biology
- BI 558 Neurogenetics
- BI 570 Biology of the Nucleus

In addition to the above the following courses are also required:

- Two semesters of Physics with laboratory
PH 211–212 lecture and laboratory
- Two semesters of Calculus
MT 100–101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. This year-long project may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

BI 463-464 Research in Biochemistry*

CH 593-594 Introduction to Biochemical Research* or (BI 399, CH 399) Scholar of the College*

*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422)

COURSE SEQUENCE

First Year

- General Chemistry (CH 109-110 or CH 117 & CH 118) with laboratory
- Calculus (MT 100-101)
- Introductory Biology (BI 200-202)

Second Year (Fall)

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology and Genetics (BI 304)
- Laboratory Basis of Biological Investigations (BI 307)

Second Year (Spring)

- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Molecular Cell Biology and Genetics (BI 305)
- Laboratory in Molecular Biology and Genetics (BI 308)

Third Year (Fall)

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

Third Year (Spring)

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

Fourth Year

- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

B I O L O G Y

FACULTY

Walter J. Fimian Jr., *Professor Emeritus*; A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Yu-Chen Ting, *Professor Emeritus*; A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Jolane Solomon, *Professor*; A.B., Hunter College; A.M., Ph.D., Radcliffe College

Grant W. Balkema, *Associate Professor*; B.S., Ph.D., Purdue University

William J. Brunken, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Jonathan J. Goldthwaite, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Charles S. Hoffman, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Clare O'Connor, *Associate Professor*; B.S., Ph.D., Purdue University

Joseph A. Orlando, *Associate Professor*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

William H. Petri, *Associate Professor*; Chairperson of the Department; A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

R. Douglas Powers, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University

Allyn H. Rule, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University

Chester S. Stachow, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba

Thomas Chiles, *Assistant Professor*; B.S., Ph.D., University of Florida

Donna Maire Fekete, *Assistant Professor*; B.S., University of Vermont; Ph.D., Harvard University

Robert J. Wolff, *Senior Lecturer*; B.A., Lafayette College; Ph.D., Tufts University

PROGRAM DESCRIPTION

The biology major at Boston College offers students an exciting opportunity to study life from many viewpoints: from the molecular biology and biochemistry of the cell to the genetic, developmental and neurological aspects of organisms; from the structure, function and physiology of cells, organs and individuals to the interaction of organisms with each other and the environment. The goal of the program is for the student to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience.

The program begins with two, year-long biology courses and two semesters of laboratory designed to provide a strong basis from which to proceed to more specialized studies and undergraduate research. The first of these courses is a year long introductory course that gives the student exposure to the breadth, magnificence and principles of the field. The second is designed to increase the student's sophistication in the three key areas of molecular biology, cell biology and genetics. Undergraduates have the opportunity to participate in advanced laboratory courses and nationally funded faculty research programs for hands-on training in research methodologies ranging from recombinant DNA technologies to field biology.

The biology program provides an excellent foundation for advanced study at the graduate level and for a wide array of career opportunities or further training in many areas. These include medicine and other health-related professions, biotechnology, environmental science, law, biomedical ethics, education, journalism, industrial science, public health, urban or social planning.

Specific Requirements: Within the Department the course requirements are Introductory Biology (BI 200-202), Molecular Cell Biology and Genetics (BI 304-305), two semesters of laboratory courses: BI 307 (Laboratory Basis of Biological Investigation) and BI 308 (Molecular Biology & Genetics Laboratory) and five upper division biology electives. Starting with the class of 1998, Biology majors are advised to enroll in BI 200-202 in their freshman year and in BI 304-305 and BI 307-308 in their sophomore year. This schedule allows majors to take maximum advantage of the opportunities in undergraduate research that are available to juniors and seniors and to have maximum flexibility in choosing upper-division electives. For this reason majors are given preference if seating becomes limited in these courses.

Additional corequisites for the major from related fields are the following: one year each of general chemistry (CH 109-110), organic chemistry (CH 231-232), and calculus based physics (PH 211-212), each with the accompanying laboratory course, and one year of calculus (MT 100-101). Courses routinely used to fulfill these requirements are indicated in parenthesis; however, some higher alternatives are acceptable and interested students should consult departmental publications and advisors regarding these.



Entering students who wish to major in biology but whose background preparation in science may be insufficient can postpone BI 200-202 until the sophomore year; however, there are disadvantages in doing this, and such a decision should be carefully discussed with a departmental advisor before implementation. Transfer students and students changing majors can begin the biology major in the sophomore year if courses are carefully planned in consultation with a departmental advisor. Majors in the Classes of 1995 through 1997 who are taking BI 200-202 after the freshman year should take the BI 307 laboratory, the new two-credit course offered in the fall, that is currently replacing the discontinued BI 201-203 one-credit laboratories. Students needing special help in planning, scheduling or replacing discontinued courses should contact the department offices at 617-552-3540.

Five additional upper-division elective courses in biology (BI 400 and 500 level), exclusive of Seminars and Tutorials, complete the minimal requirements for the major. By selectively choosing elective and research courses, students can concentrate their undergraduate studies in one of a variety of biological disciplines. These include Biochemistry and Molecular Biology, Developmental and Cellular Biology, Neurobiology and Physiology and Organismic and Environmental Biology. Typically, for the purposes of this five course bio-elective requirement, undergraduate research courses (BI 461-467), BI 490, and graduate courses at the 600 level or higher do not count as upper division electives. However, in certain limited cases—with the recommendation of the faculty advisor and the prior permission of the department Chairperson—two or more semesters of research may be allowed to substitute for one upper-division elective. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies and research in the biological sciences should consult departmental advisors regarding additional courses to take to prepare for graduate school.

Those interested in emphasizing the field of biochemistry in their studies should, in addition, consider the alternative interdepartmental biochemistry major described in the preceding section of this catalog.

Research Opportunities for Undergraduates

Research is a fundamental aspect of university science study and the Biology Department encourages interested majors to take advantage of the many undergraduate research programs available. There are a variety of research programs and one can start as early as the freshman year. Opportunities with a variety of levels of commitment are available, from single-semester courses to projects involving four semesters or more. Usually, students are advised to spend at least two (2) semesters on a research project.

Undergraduate Research: BI 461-462 is typically a six-credit, two-semester commitment where students work on ongoing research projects in laboratories with other students under faculty guidance. Projects can be extended for a second year under Advanced Undergraduate Research

(BI 465-467) and enriched by the addition of the Tutorial in Biology (BI 490).

Scholar of the College: BI 399 is a 9 to 12 credit commitment over two semesters. This highly competitive program, which requires the Dean's approval, is designed for ambitious and talented undergraduates who are interested in devoting a major portion of their senior year to scholarly, state-of-the-art research of a quality that can lead to publication. Students design, develop and research their own projects with close faculty supervision. Completion of a written research thesis is required. Although not required, Scholar's applicants may have taken BI 461-462 or BI 465-467 previously.

Undergraduate research projects may involve almost any area of biology. Currently major faculty research work centers in the fields of cellular and molecular biology, neurobiology and physiology, developmental biology and gene expression, biochemistry and immunology. For a pamphlet describing specific areas of faculty research, or for information on enrolling in the courses listed above, contact your faculty advisor or the Department office.

Biochemistry Major

Refer to the preceding section for a description of this interdisciplinary major.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that a course carries a laboratory fee. Courses numbered 500-599 are for undergraduate and graduate registration.

BI 100 Survey of Biology I (F: 3)

Offered without a laboratory, this course is intended to investigate fundamental issues in biology and is targeted at the non-biology major. The course is offered in two parts, although they may be taken in reverse order, if necessary. The fall semester topics focus on the nature of scientific investigation, the origin of life, biomolecules, cell structure and molecular genetics. Evolutionary process and the effects of environmental change on living systems are stressed throughout the course. The course utilizes a variety of pedagogical techniques such as multimedia presentations, optional review sessions, and an on-line discussion group in order to facilitate biological literacy among the participating students.

Eric Strauss

BI 102 Survey of Biology II (S: 3)

This course is a continuation of BI 100. The spring semester topics focus on biology at the organismal and population level. Topics include population genetics, evolution of new species, extinction, neurophysiology, behavior, conservation biology and human evolution.

Eric Strauss

BI 110 General Biology I (F: 3)

Corequisite: BI 111

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (diversity, physiology, metabolism, genetics, and development), and their function in association (behavior, population dynamics, ecol-

ogy, evolution). This year long course offers a comprehensive view of the field and is designed for students not intending to major in biology or biochemistry and unlikely to take additional upper level Biology courses (numbered 300 and higher). Majors and others anticipating enrollment in BI 304-305 or other advanced biology courses should take BI 200-202 instead.

Jonathan J. Goldthwaite/Donald J. Plocke, S.J.

BI 111 General Biology Laboratory I* (F: 1)

This course is required of students taking BI 110 and it is open to non-biology/biochemistry majors who are currently taking or who have previously taken BI 200-202. This course does not fulfill the laboratory requirement for biology and biochemistry majors. One two-hour laboratory period per week. *Lab fee required.*

Jonathan J. Goldthwaite/Donald J. Plocke, S.J.

BI 112 General Biology II (S: 3)

Corequisite: BI 113

A continuation of BI 110.

Carol Halpern

Thomas N. Seyfried

BI 113 General Biology Laboratory II* (S: 1)

This course is required of all students taking BI 112 and is open to non-biology/biochemistry majors who are currently taking or who have previously taken BI 200-202. This course does not fulfill the laboratory requirement for biology and biochemistry majors. One two-hour laboratory period per week. *Lab fee required.*

Carol Halpern

Thomas N. Seyfried

BI 130 Anatomy and Physiology I (F: 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intended to prepare nursing students for their clinical career. Students outside the School of Nursing should consult with the Department of Biology.

Elinor M. O'Brien

BI 131 Anatomy and Physiology Laboratory I* (F: 1)

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of Nursing students taking BI 130. *Lab fee required.*

R. Douglas Powers

BI 132 Anatomy and Physiology II (S: 3)

A continuation of BI 130.

Carol Halpern

BI 133 Anatomy and Physiology Laboratory II* (S: 1)

A continuation of BI 131. *Lab fee required.*

R. Douglas Powers

BI 200-202 Introductory Biology I and II (F: 3-S: 3)

Pre or Corequisite: CH 109-110 or equivalent or permission of department

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for biology and biochemistry majors and open to others unless seating becomes limited, in which case the biology and biochemistry majors will be given preference. For a full introduction to the biological sciences

students also need to enroll in a year of introductory biology laboratories. Biology and biochemistry majors are advised to enroll in the required BI 307-BI 308 labs in their sophomore year. Other majors are advised to enroll concurrently in the BI 111-BI 113 labs. Variations from this scheduling pattern are possible but require departmental approval.

Anthony T. Annunziato

William J. Brunken

R. Douglas Powers

Chester S. Stachow

Robert R. Wolff

BI 201 and BI 203 Introductory Biology Laboratory I and II have been replaced by BI 307.

BI 209 Environmental Biology (F: 3)

A consideration of the complex and intricate interactions between the living and non-living environment and how each of us plays a part in a fragile and increasingly fragmented natural world. Energy flow, biogeochemical cycles, evolution and natural selection and current, major environmental issues such as ozone holes, acid rain, human population growth and environmental toxins will be discussed. Guest speakers and 2 to 3 field trips are included.

Judith Chupasko

BI 214 (UN 521) Capstone Science and Religion: Contemporary Issues (S: 3)

This course will examine the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). Current views regarding the origin of the universe and the origin and evolution of life on earth will be explored, particularly with respect to the impact these have had on Christian belief. The influence from a world view derived from contemporary physics and biology on the believer's understanding of the manner of God's interaction with the world will be considered. Throughout, participants will be encouraged to consider how religious and scientific ways of thinking have influenced their own lives with an eye to the development of a personal synthesis of science and faith.

Donald J. Plocke, S. J.

BI 215 Biotechnology and Medicine (F: 3)

This course is designed for non-majors interested in understanding gene function and analysis as well as applications of molecular genetics to medicine and biotechnology. Recent advances in our understanding of human genes have presented new possibilities for medical therapeutics and accelerated the growth of the biotechnology industry. The course will begin with the basics of gene structure, organization and expression. Topics to be discussed include the analysis of gene polymorphisms in humans, diseases involving altered proteins, pharmaceuticals based on genes and gene therapy.

Clare O'Connor

BI 220 Microbiology (F: 2)

Prerequisites: BI 130-132

This course is a study of the basic physiological and biochemical activities of microorganisms, effective methods of destruction, mechanisms of drug action on microorganisms, and the application of serological and immunological principles. Intended primarily for nursing students.

Elinor M. O'Brien

BI 221 Microbiology Laboratory* (F: 1)

One two-hour laboratory period per week. To be taken in conjunction with BI 220. *Lab fee required.*

Elinor M. O'Brien

BI 304-305 Molecular Cell Biology and Genetics I and II (F: 3-S: 3)

Corequisite: BI 308

This course is designed to give students a foundation in the molecular biology of the cell and in genetics beyond the level offered in first year courses in biology. It serves as excellent preparation for more advanced courses in cell biology, molecular biology and genetics. The fall semester covers cell and molecular biology. The spring semester introduces students to microbial and eucaryotic genetics. The course and the accompanying laboratory (BI 308) is required for majors in the Class of 1996 and later and recommended for premedical students.

Part I: Molecular Cell Biology

Thomas Chiles and Charles S. Hoffman

Part II: Genetics

Mary Kathleen Dunn and William H. Petri

BI 307 Laboratory Basis of Biological Investigation* (F: 2)

Prerequisites: BI 200-202 or permission of department

An introductory biology laboratory for biology and biochemistry majors who have completed BI 200-202 in their freshman year or who are concurrently taking BI 200-202 in their sophomore year. Open to others who have taken BI 200-202 if space is available. This course emphasizes the construction of hypotheses and experiments to test them. Students will be given a practical introduction to the experimental approaches used in three foundational areas of biology: biochemistry and cell biology, physiology and organ systems, ecology and field biology. Lab meets twice a week. *Two (2) credit lab fee required.*

Mary Dilys Anderson

BI 308 Molecular Biology and Genetics Laboratory* (S: 2)

Corequisites: BI 304-BI 305

A laboratory course designed to accompany BI 304-305 and to introduce students to basic techniques in molecular biology and genetics. Included are exercises in sterile technique, bacterial and viral culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping and genetic analysis. Lab meets twice a week. *Two (2) credit lab fee required.*

William H. Petri

Mary Dilys Anderson

BI 399 Scholar of the College (S: 6)

See the College of Arts and Sciences section of this Catalog. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

The Department

BI 400 Plants and Human Affairs (F: 3)

Prerequisite: Biology or permission of the instructor

Lecture/discussions and readings will be used in a multidisciplinary approach to the subject. We will learn about topics such as the following: domestication and breeding of crop plants, production and protection of the world food supply, medicinal and drug plants, renewable production of fibers and fuels, aesthetic uses, recent advances

using genetic engineering, etc. Two classes per week.

Jonathan J. Goldthwaite

BI 401 Environmental Biology (F: 3)

Prerequisites: BI 200-202

A consideration of the complex and intricate interactions between the living and non-living environment and how each of us plays a part in a fragile and increasingly fragmented natural world. Energy flow, biogeochemical cycles, evolution and natural selection and current, major environmental issues such as ozone holes, acid rain, human population growth and environmental toxins will be discussed. Guest speakers and 2 to 3 field trips are included. This class meets with BI 209 but includes an additional session by arrangement, more challenging examinations, and a term paper to justify upper-division credit for students who have taken BI 200-202.

Judith Chupasko

BI 402 Hearing and Deafness (F: 3)

Prerequisites: BI 200-202 or permission of the instructor

Topics to be covered will include the basic physics of sound; the normal anatomy, physiology and development of the auditory system; basic psychophysics of sound perception, including sound localization, the pathology of hearing, including the genetic basis of deafness; the neurobiology of language and sign language; types and history of sign language; and the social aspects of deafness including education and Deaf culture. Some outside speakers from the deaf community will be included. The course may appeal to biology, psychology, nursing, or special education majors and to premedical students.

Douua Marie Fekete

BI 414 Bacteriology and Virology (S: 3)

This course will examine cellular and biochemical processes controlling bacterial growth and metabolism. Unique aspects of bacterial systems including antibiotic resistance, animal immune responses and microbial diseases will also be discussed. The second part of the course will examine the biochemistry and molecular biology of animal viruses representing the major replicating viral types. Such viruses include the herpes viruses, the human immunodeficiency virus (HIV) and other historically important viruses such as poliovirus (polio) and rhabdovirus (rabies). The contributions of DNA and RNA tumor viruses to our overall understanding of cell growth and eucaryotic gene expression will be discussed.

Mary Kathleen Dunn

Chester Stachow

BI 435 Biological Chemistry (F: 3)

Prerequisite: BI 200, CH 231 or permission of the instructor

This one semester course in biochemistry is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding how knowledge of biochemical principles is useful to those engaged in biological research at the molecular, cellular and organismal levels. The course material includes the following: the properties, synthesis and metabolic activities of carbohydrates, amino acids, proteins, lipids and nucleic acids, and how the biochemical processes meet the energy, biosynthetic and nutritional requirements of the cell. When relevant, reference will be made to alterations in these pro-

cesses in specific diseases. Students also interested in enrolling in a biochemistry laboratory course should see BI 480.

Daniel A. Kirschner

BI 440 Molecular Biology (S: 3)

Prerequisites: BI 304, CH 231-232

An intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules; protein folding motifs and mechanisms of folding; molecular recognition; DNA topology, replication, repair and recombination; RNA synthesis and processing; genetic code and translation; and molecular mechanisms for regulation of gene expression. (This course, together with BI 435, satisfies the requirement of a year of basic biochemistry for the biochemistry major.)

Donald J. Plocke, S.J.

BI 442 Principles of Ecology (F: 3)

Prerequisites: BI 200-202 or equivalent, or permission of instructor

This course includes readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips.

A limited number of places will be reserved for non-biology majors who have appropriate background experience.

Robert J. Wolff

BI 443 Coastal Field Ecology (F: 3)

Prerequisites: BI 100-102 or BI 110-112 or BI 200-202 or permission of instructor

This course includes both classroom and field investigations into the ontogeny and natural history of barrier beach systems in New England. Taught extensively from the original literature, course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. The course includes field trips to, and projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449).

Peter Auger

BI 444 Ecology and Conservation of Plant Communities (S: 3)

Prerequisites: BI 110-112 or BI 200-202 or equivalent

A course focused on plant communities and their key role in the environment. Land use and public policy, ecology and conservation biology of many selected plant communities will be considered including various forests, grasslands and agricultural models.

Jonathan J. Goldthwaite

BI 445 Animal Behavior (S: 3)

Prerequisites: One year of an introductory Biology or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxo-

nomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod field station is planned and optional field activities are available for interested students.

Eric Strauss

BI 446 Marine Biology (S: 3)

Prerequisites: BI 200-202 (or equivalent) and permission of instructor

An introduction to marine organisms, accompanied by discussion of morphological, physiological, and behavioral adaptations to the marine environment. This will be followed by an in-depth analysis of selected marine ecosystems. Special topics that may be considered at semester's end include aqua culture, marine biomedicine, and effects of pollution on marine ecosystems. Three required field trips. Two lectures per week. A limited number of places will be reserved for non-biology majors who have appropriate background experience.

The Department

BI 449 Methods in Environmental Field Research (S: 3)

Prerequisites: At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent

Intended for Juniors potentially interested in pursuing some type of organismal independent science project during their senior year. Methods used in environmental field ecology encompass areas associated with animal behavior, field biology and public health. *Maximum 10 students; double lab fee required.*

The Department

BI 454 The Literature of Biochemistry (F: 3)

Prerequisite: Biochemistry, BI 435 or CH 561

This is a seminar-type course in which students read research papers from the original literature and then discuss their contents during the classroom period. The course will include in-depth reading and discussions of the biochemistry of the amino acids and proteins, methods of biomolecule separation and identification, biochemistry of recombinant DNA technology and the biochemistry of AIDS and retroviruses. Discussion of retroviruses and a brief discussion of cellular immunology.

Joseph A. Orlando

BI 458 Evolution (F: 3)

Prerequisites: BI 200-202

After examining the mechanisms and other factors that account for the process of evolution, this course will take the students on a journey through geological time. It will illustrate the sequence of events that lead to the introduction of new forms of life, as corroborated by the fossil record, and it will discuss possible relationships between past and present-day organismal diversity. The history of the development of the theory of evolution itself will also be topic of discussion. Furthermore, theoretical evolutionary viewpoints will provide a basis for understanding the development of methods for reconstructing evolutionary patterns and determining phylogenetic rela-

tionship and classification. Students will receive hands-on experience with computer software designed to reconstruct phylogenetic patterns. Topics will include speciation, adaptive radiations, population genetics, evolutionary convergence, mass extinctions, biogeography, and the three major methods used for determining phylogenetic relationship among organisms with emphasis on the cladistic method. Course requirements include one field trip.

Silvard Kool

BI 460 Understanding Evolution (S: 3)

Prerequisite: Permission of instructor

The philosophical and theological aspects of evolution will be treated, followed by a scientific treatment of the origin of life.

The Department

BI 461-462 Undergraduate Research* (F: 3-S: 3)

Prerequisite: Permission of the Chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. *Lab fee per semester required.*

The Department

BI 463-464 Research in Biochemistry* (F: 3-S: 3)

Prerequisite: Permission of the Chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. *Lab fee per semester required.*

The Department

BI 465-467 Advanced Undergraduate Research* (F: 3-S: 3)

Prerequisite: Permission of the Chairperson

Designed for students who have completed two semesters of undergraduate research under course numbers BI 461 through 464 and who desire to continue independent research projects under the guidance of department faculty. *Lab fee per semester required.*

The Department

BI 474 Principles of Metabolism (S: 3)

Prerequisite: CH 231

In order for life to be sustained, living organisms must extract energy from their environments and must synthesize their building blocks and macromolecules. In this course, we will study specific sequences of enzyme-catalyzed reactions that lead to the degradation of major energy-rich molecules—carbohydrates, fats and amino acids—and the release of some of their energy as ATP. In addition, we will examine the important pathways by which major macromolecules are built from simple precursors at the expense of chemical energy.

Joseph A. Orlando

BI 480 Biological Chemistry Laboratory* (F: 3)

Prerequisite or corequisite: BI 435 or equivalent

This is an advanced project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Ideal for students interested in solid grounding for and exposure to academic research in the area of biochemistry. *Lab fee required.*

The Department

BI 481 Introduction to Neurosciences (S: 3)

Prerequisite: One year of an introductory biology course, e.g., BI 200

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at molecular, cellular and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

William J. Brunken

BI 490 Tutorial in Biology (F: 3-S: 3)

Prerequisites: Permission of the instructor and Chairperson

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

The Department

BI 506 Recombinant DNA Technology (S: 3)

Prerequisites: BI 304-305 or permission of the instructor

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week.

Charles S. Hoffman

BI 509 Vertebrate Cell Biology (S: 3)

Prerequisites: BI 304-BI 305

This is an advanced cell biology course focusing on the integration of gene activity, subcellular structure, extracellular signals, and specialized function in vertebrate cells. The course will involve an in-depth study of differentiated cell types, including erythrocytes, lens and photoreceptor cells, nerve and muscle cells, epithelia and cells of the immune system. The molecular and genetic bases for disease affecting these cell types will be discussed. The course will also include recent developments in the area of cell cycle control and the transformation of normal cells into cancerous cells.

Clare O' Connor

BI 510 General Endocrinology (S: 3)

Prerequisite: Introductory Biology or permission of instructor

Suggested: Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. The course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.

The Department

BI 515 Biophysical Chemistry (F: 3)

Prerequisites: BI 440 (or equivalent), two semesters of organic chemistry, physics with calculus, and one semester of biochemistry. A one-semester course in physical chemistry is desirable but not required.

Lectures on a number of the most important physicochemical methods for determining the structures of macromolecules. Topics include electrophoresis, sedimentation, viscosity, light scattering, UV and visible spectroscopy, ORD and CD spectroscopy, X-ray crystallography, and NMR spectroscopy.

Recommended for seniors and graduate students only.

Donald J. Plocke, S.J.

BI 538 Biology of Cell Cycle (F: 3)

Prerequisite: Permission of instructor

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA, and protein synthesis in procaryotes and eucaryotes during the cycle will be discussed. Division controls will also be reviewed.

The Department

BI 540 Immunology (F: 3)

Prerequisites: BI 200-202, CH 109-110 or consent of professor

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition versus nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity.

Allyn H. Rule

BI 548 Comparative Animal Physiology (S: 3)

Prerequisites: BI 200-202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Carol Halpern

BI 554 Physiology (F: 3)

Prerequisites: BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ systems will be studied, with emphasis on cardiovascular, respiratory and renal function, GI, and neurophysiology.

Grant W. Balkema

BI 556 Developmental Biology (S: 3)

Prerequisites: BI 304-305 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms differentiate and develop. The course describes how organismal and molecular approaches are leading to a detailed understanding of (1) how cells containing the same genetic complement can reproducibly develop into drastically different tis-

sues and organs; and (2) what the basis and role of pattern information are in this process.

Douglas Powers

Donna Marie Fekete

BI 558 Neurogenetics (F: 3)

Prerequisites: Genetics and Biological Chemistry

The emphasis of this course is on the genetic and biochemical basis of neurological diseases in humans and mice. Special attention will be given to lipid storage disease, epilepsy, Huntington's disease, Alzheimer's disease and movement disorders.

Thomas N. Seyfried

BI 562 Neurophysiology (S: 3)

Prerequisite: BI 554 or permission of the instructor

This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction, the neuronal synapse, and sensory physiology with emphasis on the visual system.

Grant W. Balkema

BI 570 Biology of the Nucleus (F: 3)

Prerequisites: BI 304-305 (Molecular Cell Biology and Genetics I and II), Biochemistry (BI 435 plus BI 440; or CH 561 plus CH 562); and permission of instructor/department

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eucaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, DNA transposition, RNA processing, and gene regulation.

Anthony T. Annunziato

BI 580 Molecular Biology Laboratory* (S: 3)

Prerequisite or corequisite: BI 440 or BI 506 or equivalent

An advanced project laboratory limited to a maximum of 12 students interested in hands-on training in the experimental techniques of molecular biology under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught will include macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. *Lab fee required.*

The Department

Courses are offered on a non-periodic basis or in response to student needs when space and staff are available. Consult the department prior to each semester for anticipated offerings in this category.

BI 420 Comparative Vertebrate Embryology
BI 518 Cell Physiology
BI 519 Fundamentals of Radiation Biology
BI 533 Plant Improvement Strategies
BI 561 Molecular Evolution

BLACK STUDIES

Director: Dr. Frank Taylor, Lyons 301

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program sponsors a four (4) week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

The minor in Black Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104–105 (HS 283–284) Afro-American History I, II, in their sophomore year. They will choose three electives. Of the three, one must be in either literature or sociology, and one must be concerned with Africa or with the Caribbean. The minor culminates in an interdisciplinary seminar or senior project. For further information on the Caribbean Summer Study program or the Black Studies Minor, please contact Dr. Frank Taylor, Lyons 301, 617-552-3238.

BK 104–105 (HS 283–284) Afro-American History I, II (F: 3–5: 3)

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts. Fulfills Cultural Diversity Core Requirement. *Karen Miller*

BK 106 (EN 418) Introduction to Afro-American Literature (F: 3)

A survey of African-American literature from its oral beginnings to the present. Emphasis is on major authors and works that exemplify key elements of language, style, subject, and theme. The course explores the literary treatment of the historical and social experiences of Blacks in the United States. *Joyce Hope Scott*

BK 120 (TH 107) Religion in Africa (F: 3)

This course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions of Africa will be discussed. While emphasis will be placed on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in a changing Africa. Fulfills Cultural Diversity Core Requirement. *Aloysius Lugira*

BK 121 (TH 108) Christianity in Africa (S: 3)

This course is intended to give a historical view of Christianity in Africa. While Christianity generally will be touched on, emphasis will be placed on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future of Christianity in a changing Africa. *Aloysius Lugira*

BK 146 (SC 023) Dynamics of Community Politics (F: 3)

In order to better understand the dynamics of urban neighborhood groups and organizations, this course will offer theoretical and practical experience. It will examine the structure, methods and history of organizations that have successfully galvanized and motivated community people to work for positive change in their neighborhoods. The dynamics of both formal and informal politics in bringing about change in a community will be addressed, as well as the application of these methods to the problems of education, housing, and civil rights. *Sandra Sandiford*

BK 151 (SC 041) Race Relations (F, S: 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change. *Seymour Leventman*

BK 155 (SC 043) Introduction to African-American Society (F, S: 3)

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. The survey of African-Americans is not chronological but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change. Fulfills Cultural Diversity Core Requirement. *The Department*

BK 210 Survey of the African-American Societies (S: 3)

Malcolm X defined African-Americans as all people of African descent living in the Western Hemisphere. Given this as true, what then accounts for the differences between African-Americans who are Brazilians, Jamaicans, Haitians and North Americans? Did the Africans that were brought to the new world just adopt the customs and mores of their captors or did they bring Africa with them? How much impact did these settlers have on the shaping of these new nations? This course will show the ways in which Africans adjusted to and overcame the conditions and circumstances in which they found themselves in the new world and survey the African's adaptation to European domination and the effects of their encounters with European societies. *Sandra Sandiford*

BK 212 (HS 258) Survey of the History of Puerto Rico (S: 3)

Participants in this course will gain familiarity with the events that molded the formation of Puerto Rican people since 1493. This will be followed by a detailed exploration of this Caribbean island's 20th century socio-historical dynamics. Our aim will be to bring clarity to selected contemporary issues and to provide students with the opportunity to formulate hypothetical responses to the current social, political, and economic realities of the Puerto Rican communities. *The Department*

BK 216 (EN 474) Black Women Writers (S: 3)

A survey of Black woman prose or poetry writers of the United States from slavery to the present and their subjects, themes, and styles. Focus is on the origin and continuity of a Black woman's literary tradition. Major thematic emphasis is on questions of heritage and identity: the African past, the legacy of slavery, social roles, and relationships. *Joyce Hope Scott*

BK 234 (CO 120) Blacks in Electronic Media (F: 3)

Media shape and reflect perceptions of reality. This course examines the roles and images of African-American and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. The course examines the nature of the world presented by the broadcast media—who inhabits that world, and what do they do in it. *Lawrence Watson*

BK 242 (SC 242) Black Women and Feminism (F: 3)

The course will explore the issues of double discrimination, the matriarchy, overachievement, male/female relationships, and fear of success. These themes will make the connections among the political priorities Black women must set when forced to choose between gender and race. A survey of the relationships between suffragists and later major American woman's activist organizations and Afro-American women will be offered. In understanding the complications Black women encounter when they seek to attain their true womanhood, students will gain insight into the impact of that experience on the progress of all American women. *Voloria Mack-Williams*

BK 249 (SC 249) The Black American Family (S: 3)

Generally, this is a survey course that explores the historical and contemporary characteristics of the Black family in the United States. We will trace its early roots and uncover its transformations and adaptations to the various forces in American society through the 20th century. Specifically, the course investigates the role of American culture and values, education, employment, housing, segregation, Black businesses, discrimination and racism, technological changes, politics and the church in developing and sustaining Black families. *Marlene Bryant*

BK 253 (HS 285) Eyes On The Prize: Issues in Civil Rights (F, S: 3)

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The events of this period made America a more democratic society, changed those who participated in the movement, gave rise to many other movements that transformed American culture, and influenced a new generation of American leadership. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

Derrick C. Evans

BK 257 (HS 268) Race, Culture, and Social Structure in Colonial Latin America (F: 3)

This class is a survey of three centuries, from the initial encounter on New World soil of Iberian, African, and Indigenous cultures and races, to the birth of independent culturally and racially mixed nations.

We shall study the institutions, cultures, attitudes, and fortunes of the Spanish and Portuguese; African slaves and free Blacks; and Nahuas (or Aztecs), Mayas, and Incas. We shall discover the roles played in colonial society by a wide variety of peoples: from an African slave on a Brazilian sugar plantation, to a Spanish high society woman in Lima, to the black and indigenous workers in an Ecuadorian tannery, to an Aztec nobleman in Mexico City.

Matthew Restall

BK 266 (MU 321) Rhythm and Blues in American Music (F: 3)

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and Music Videos will be used throughout the course.

Hubert Walters

BK 268 (PL 268) (SC 268) The History and Development of Racism (F, S: 3)

The purpose of this course is to increase participant awareness of the interrelationships of individual and institutional forms of racism and to deepen participant understanding of how to combat racism today.

The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. Fulfills Cultural Diversity Core Requirement.

Horace Seldon

BK 270 (HS 251) Black and Green: The Boston Experience (F: 3)

This course will examine the historical origin, migration paths, and Boston experience of the Black and Irish communities of Boston. Emphasis will be placed on shared social and cultural factors and the forces that have hindered cooperation and encouraged division within the larger Boston community.

Andrew Bunie/Sandra Sandiford

BK 281 (SC 279) American Labor and Civil Rights Issues (S: 3)

The course offers a comprehensive analysis of the effects of government policy and employer and labor union practices on the status of Black workers. The consequences of automation and technological change for Black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban Black population will be studied. We will examine the social characteristics of the stable Black working class that has been central to Black protest and to community institutions, and consider the history of the Black worker within the changing context of racial conflict in American society.

Christopher Nteta

BK 285 (MU 322) Jazz in America (S: 3)

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered.

Hubert Walters

BK 290 (MU 096) Gospel Workshop (F, S: 3)

The Voices of Imani Gospel Choir will provide the laboratory experience for the course. Members of the class will be required to attend a number of rehearsals and performances of the Imani singers. Members of the class may sing in the choir but it is not required for the course.

Hubert Walters

BK 304 (NU 304) Health and Disease in Black Communities (S: 3)

This course explores variables that influence African-American's health status and diseases in African-American communities. Topics include variables that affect health, diseases that are disproportional in African-Americans, racism, access to medical care, treatment issues, health policy and health seeking.

Evelyn Barbee

BK 318 (HS 318) Post Slavery History of the Caribbean and Latin America (S: 3)

This course surveys the political, economic and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of the underdevelopment in the Caribbean, and in this regard, it looks closely at the historical character of the region's incorporation into the international system. Its focus, though essentially on the Anglophone Caribbean, incorporates the wider region by analyses of social, economic and political problems in Cuba, Haiti, Puerto Rico, etc.

Frank Taylor

BK 325 (HS 325) Revolutionary Cuba: History and Politics (S: 3)

On 1 January 1959 the Cuban Revolution came to power. This course has as its focus Cuba's foreign and domestic policies since that date. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely.

The backdrop for this course is the era of the superpowers and of the Cold War. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and for-

eign policy throughout, relating this to the specific case of Cuba since 1959.

Frank Taylor

BK 345 (PL 304) Contemporary Praxis and Ideology (S: 3)

This course examines human activities and ideas that shape contemporary societies from a Third World perspective and considers their implications for international peace and justice. Black consciousness in South Africa and Sandinista consciousness in Nicaragua will be evaluated at length. Other revolutionary movements in Africa, Asia, and Latin America will also be explored. One class period will focus on the Black American civil rights movement.

James Woodard

BK 365 (HS 213) U.S. Foreign Policy and South Africa (F: 3)

This course examines the United States policy toward South Africa from 1948 to the present. It will focus on the ethics and morality of that policy and will evaluate its economic and social significance. In addition, it will explore the security ramifications and geo-political consequences of that policy. The course will also weigh the import of indigenous South African liberation movements, such as the African Congress and United Democratic Front, as well as the impact of the United States Free South Africa Movement as influences of United States policy toward South Africa.

James Woodard

BK 373 (HS 373) Slave Societies in Caribbean and Latin America (F: 3)

It has been estimated that over 90 percent of the slaves imported into the Americas during the era of the Atlantic slave trade were brought into two portions of this hemisphere—the Caribbean islands and South America. The Caribbean islands were said to have received 42.2 percent of the total slave imports and South America 49.1 percent. This course focuses on these two segments of the Americas. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch-speaking countries. The approach taken is a comparative one. Fulfills Cultural Diversity Core Requirement.

Frank Taylor

BK 377 (HS 377) Images of Africa (S: 3)

This course examines the mental images that indigenous and foreign writers have constructed of Africa and Africans especially since 1800. Some older as well as more recent writers have described the continent from a jaundiced perspective that emphasized Africans' inhumanity; others have viewed it through rose-colored lenses as a place of heightened humanity. Although different images of Africa will be scrutinized to expose deliberate and unintended biases, the course starts from the premise that simplification and distortion are inevitable in any effort to portray so vast and so complex a continent. Therefore, discovering the different ways in which Africa has been viewed is an important step to learning about Africa. Assigned readings will include scholarly summaries of the changing images of Africa as well as individual works (both fiction and non-fiction) by Africans and Afro-Americans, Europeans and Euro-Americans.

David Northrup

BK 410 (EN 482) African-American Writers (F: 3)

A study of classic and non-canonical texts of African-American literature. Works by Terry, Wheatley, Dunbar, Toomer, Baldwin, Ellison, Wright, Walker, Morrison and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris, and others provide useful comparisons of the African-American and American literary traditions.

Henry Blackwell

BK 411 (EN 483) Contemporary African-American Narrative (S: 3)

This course is the sequel to BK 410 (EN 482) African-American Writers. It is a study of African-American literature, mainly fiction, from the beginning of the Black Aesthetic movement (circa 1965) to the present.

Henry Blackwell

BK 493 (SW 801) Dynamics of Social Process: Racism (F, S: 3)

An analysis of the current issues and problems in American racism. These are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social Work's responsibility to contribute to the solution of this problem is emphasized. The class develops models examining the problems of racism. *Permission of Graduate School of Social Work is required.*

The Department

BK 500 Caribbean Summer Study (Summer: 3)

The program will entail a 4 week stay in the Caribbean and will include visits to two island states, Barbados and Trinidad. Students will stay in the dormitories at the University of the West Indies. They will participate in intensive programs of lectures and discussions. Classes will be held each day of the week between 9-12 P.M. and will cover such topics as the following: Caribbean History and Politics, Caribbean Literature and Anthropology, and Caribbean Economic Problems. Students will have the opportunity of visiting places of historical interest—museums, old sugar plantations—and will be able to participate in popular festivals like the Crop Over Festival in Barbados and the socio-political milieu of the calypso tents of Trinidad and Tobago. Department permission required. Interested students should apply to Dr. Frank Taylor, Director of the Black Studies Program by April 1.

Frank Taylor

BK 511 (HS 511) Race, Class, Ethnicity (S: 3)

An emerging new world order and persistent economic and political tensions nationally suggest a closer look at race relations and the most recent immigrant and refugee arrivals. Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices (if it ever did) and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the twenty-first century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them. This course fulfills the Cultural Diversity Core Requirement.

Andrew Bunie

C H E M I S T R Y

FACULTY

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

Robert F. O'Malley, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

George Vogel, *Professor Emeritus*; B.S., D.Sc., Prague Technical University

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; Chairperson of the Department; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Professor*; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Yuh-kang Pan, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Larry T. Scott, *Professor*; A.B., Princeton University; Ph.D., Harvard University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

E. Joseph Billo, Jr., *Associate Professor*; B.S., M.S., Ph.D., McMaster University

Udayan Mohanty, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

John Fourkas, *Assistant Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

Marc Snapper, *Assistant Professor*; B.S., Union College; Ph.D., Stanford University

Robert Umans, *Adjunct Associate Professor*; A.B., Columbia University; M.S., Ph.D., Yale University

**PROGRAM DESCRIPTION**

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered. First, there is the professional degree program, leading to a B.S. degree certified by the American Chemical Society, intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring less concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology. The Chemistry Department is approved by the ACS Committee on Professional Training.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of

Calculus (MT 102-103); 1 course in Writing and 1 course in Literature; 2 Core courses.

Second year: CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); 1 elective; 3 Core courses.

Third year: CH 575-576 Physical Chemistry; CH 555-556 Advanced Chemistry Laboratory; 2 Core courses; 4 electives.

Fourth year: CH 520 Principles of Inorganic Chemistry; 7 electives.

The information above describes the requirement for a B.S. degree in Chemistry at Boston College. For the degree to be certified by the American Chemical Society, two of the electives listed must be advanced Chemistry electives (courses numbered CH 500-599). Planning one's curriculum to meet the ACS certification requirement is strongly recommended.

Biochemistry Major

Refer to the Biochemistry section of this Catalog for a description of this interdisciplinary major.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that a course carries a laboratory fee.

CH 105-106 Chemistry and Society (F: 3-S: 3)

This Core course is for non-science majors or for those who do not require a lab science course. The course objective is to introduce students to basic chemistry as applied to environmental problems. The course includes fundamental principles of inorganic and organic chemistry. The complexity of environmental problems will be illustrated through discussion of topics such as air and water pollution, energy, hazardous waste, carcinogenic threats, and sustainable development. Students will be encouraged to develop proactive solutions based on the knowledge acquired in the course.

Margaret Condon

CH 109-110 General Chemistry (F: 3-S: 3)

Prerequisite: One year of high school chemistry
Corequisites: CH 111-112, CH 113-114, MT 102-103

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the Core requirement.

*Laura Muller
Yuh Kang Pan
Mary F. Roberts
Robert S. Umans*

CH 111-112 General Chemistry Laboratory* (F: 1-S: 1)

Laboratory required of all students enrolled in CH 109-110. One three-hour period per week. *Lab fee required.*

The Department

CH 113-114 General Chemistry Discussion (F: 0-S: 0)

Required of all students in CH 109-110.

Discussion of lecture topics and problem-solving methods, in small groups. *The Department*

CH 117 Principles of Modern Chemistry I (F: 3)

This is the first part of a one year course that serves as the Honors alternative to the two-semester General Chemistry, CH 109-110. The course is designed for students interested in life sciences and medicine, as well as students with a general interest in chemistry. CH 117 begins with topics aimed at an understanding of the fundamental structural features of atoms and molecules and their relationship to recent developments in modern chemistry, particularly in relation to biomedical sciences for example, design and development of anti cancer agents. Kinetics and thermodynamics, relevant chemistry of common elements, and the important physical phenomena that these principles elucidate, are discussed. A logical and rational approach to appreciation of molecular events, as they relate to scientific discovery, is emphasized.

Amir H. Hoveyda

CH 118 Principles of Modern Chemistry II (S: 3)

This is the second part of a one year course that serves as the Honors alternative to the two-semester General Chemistry, CH 109-110. This course

is an introduction to the principles of inorganic chemistry. Topics to be covered include atomic structure, ionic and covalent bonding, transition metal coordination chemistry, organometallic and bioinorganic chemistry. *William H. Armstrong*

CH 119-120 Modern Chemistry Laboratory* (F: 1-S: 1)

Laboratory required for all students enrolled in CH 117-118. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research. One three-hour period per week. *Lab fee required.*

*William H. Armstrong
Amir H. Hoveyda
Laura Muller*

CH 121-122 Modern Chemistry Discussion (F: 0-S: 0)

Required of all students in CH 117-118.

Discussion of lecture topics and problem-solving methods, in small groups. *The Department*

CH 161 Life Science Chemistry (F: 3)

Corequisite: CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

Robert S. Umans

CH 163 Life Science Chemistry Laboratory* (F: 1)

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161. *Lab fee required.*

Robert S. Umans

CH 222 Introduction to Inorganic Chemistry (S: 3)

Corequisite: CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

E. Joseph Billo

CH 224 Inorganic Chemistry Laboratory* (S: 1)

Laboratory required of all students enrolled in CH 222. One four-hour period per week. *Lab fee required.*

E. Joseph Billo

CH 231-232 Organic Chemistry (F: 3-S: 3)

Prerequisites: CH 109-110

Corequisites: CH 233-234, CH 235-236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*T. Ross Kelly
Dennis J. Sardella*

CH 233-234 Organic Chemistry Laboratory* (F: 1-S: 1)

Laboratory required of all students enrolled in CH 231-232. One four-hour period per week. *Lab fee required.*

The Department

CH 235-236 Organic Chemistry Discussion (F: 0-S: 0)

Required of all students in CH 231-232.

Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms and other lecture topics, in small groups. *The Department*

CH 241-242 Honors Organic Chemistry (F: 3-S: 3)

Prerequisites: CH 117-118

Corequisites: CH 233-234, CH 245-246

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

Registration with instructor's approval only.

*Amir H. Hoveyda
Lawrence T. Scott*

CH 245-246 Honors Organic Chemistry Discussion (F: 0-S: 0)

Required of all students in CH 241-242.

Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms, and other lecture topics, in small groups.

The Department

CH 351 Analytical Chemistry (F: 4)

Prerequisites: CH 109-110

Corequisites: CH 353, CH 355

This course is an introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques. *E. Joseph Billo*

CH 353 Analytical Chemistry Laboratory* (F: 0)

Laboratory required of all students enrolled in CH 351. One four-hour period per week. *Lab fee required.*

E. Joseph Billo

CH 355 Analytical Chemistry Discussion (F: 0)

Required of all students in CH 351.

Discussion of lecture topics and problem-solving methods, in small groups. *E. Joseph Billo*

CH 391-392 Undergraduate Research (F: 3-S: 3)

Prerequisites: CH 109-110, CH 231-232, MT 102, 103, 202

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

The Department

CH 399 Scholar of the College

See College of Arts and Sciences section of this Catalog.

CH 473 Physical Chemistry (Biochemistry Majors) (S: 3)

Prerequisites: CH 231–232, MT 100–101, PH 211–212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, chemical kinetics, and simple transport processes such as diffusion and heat conduction. Applications to biochemical systems are emphasized.

Mary F. Roberts

Note: Except where noted otherwise, courses numbered CH 500 and above have as prerequisites previous courses in inorganic, organic, analytical, and physical chemistry.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. Topics to be covered include atomic structure, group theory, ionic and covalent bonding, weak chemical forces, transition metal coordination chemistry, organometallic and bioinorganic chemistry.

William H. Armstrong

CH 523 Organometallic Chemistry (F: 3)

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be the following: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis. The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

The Department

CH 531 Modern Methods in Organic Synthesis I (F: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

Marc L. Snapper

CH 535 Physical Organic Chemistry (S: 3)

Prerequisites: CH 231–232 or CH 241–242

Organic reaction mechanisms, reactive intermediates, steric and electronic effects, chemical structure and bonding, molecular mechanics and conformational analysis, principles and applications of molecular orbital theory, aromaticity, pericyclic reactions, and molecular photochemistry.

Lawrence T. Scott

CH 539 Principles and Applications of NMR Spectroscopy (S: 3)

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 547 Special Topics in Organic Chemistry (S: 3)

Prerequisites: CH 535 (or equivalent)

A selection of current and important topics in Organic Chemistry will be examined. Readings will be taken from the recent chemical literature. Students may be required to research one or more special topics on their own to make presentations to the class and/or to submit short review papers on the topics.

Lawrence T. Scott

CH 551 Advanced Analytical Chemistry (S: 3)

This course is a consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography.

The Department

CH 555–556 Advanced Chemistry Laboratory* (F: 3–S: 3)

This is a two semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

Lab fee required. David L. McFadden

CH 561–562 Biochemistry (F: 3–S: 3)

Prerequisites: CH 231–232 or equivalent

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563).

Evan R. Kantrowitz

Larry W. McLaughlin

CH 563 Experimental Biochemistry* (S: 3)

Prerequisites: General Chemistry, Organic Chemistry, Biochemistry

A laboratory course intended to prepare students for research in the Biochemical Sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. Data will be collected and analyzed directly by computer as often as possible.

Lab fee required. Robert S. Umans

CH 567 Protein Structure and Function (F: 3)

Prerequisites: CH 231–232, CH 561–562 or BI 435–440, CH 473 or CH 475–476, or permission of the instructor

An introduction to methods of structural analysis of proteins and peptides from an experimental and theoretical viewpoint, and the relationship of structure to protein function. Topics will include X-ray diffraction, molecular modeling methods and illustrative protein structures.

Martha M. Teeter

CH 575 Physical Chemistry I (F: 3)

Prerequisites: CH 231–232, MT 202, PH 211–212 (or equivalent)

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.

Udayan Mohanty

CH 576 Physical Chemistry II (S: 3)

Prerequisite: CH 575

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Chemistry graduate students may register for this course only if they are advised to do so by the department.

John Fourkas

CH 588 Computational Biochemistry (S: 3)

Prerequisite: CH 561–562 or BI 435 and BI 440 or equivalent

This is a one-semester course for biochemistry students wishing to obtain a firm background in the computational methodology required in modern biochemical research. The course will be based on the UNIX and Macintosh operating systems. Topics will include an introduction to these operating systems, quantitative analysis of experimental data, an introduction to programming using the C computer language, interfacing scientific equipment to computer systems, analysis and comparison of DNA and protein sequences, and an introduction to molecular graphics and dynamics programs.

Evan R. Kantrowitz

CH 591–592 Introduction to Chemical Research (F: 3–S: 3)

For seniors only. Arrangement with an individual faculty member and departmental permission are required. This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester.

The Department

CH 593–594 Introduction to Biochemical Research (F: 3–S: 3)

For seniors only. Arrangement with an individual faculty member and departmental permission are required. This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty

member. A written report and an oral presentation are required at the end of the second semester. The two semesters together fulfill one advanced biochemistry elective. *The Department*

Other courses, offered by the Department on a non-periodic basis:

CH 532 Introduction to Macromolecular Chemistry

CH 569 Enzyme Mechanisms

CH 572 Quantum Chemistry and Spectroscopy

CH 573 Quantum Chemistry and Molecule Structure

CH 584 Crystal Structure Analysis

CH 586 Organic Chemistry of Biological Reactions

CLASSICAL STUDIES

FACULTY

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, Jr., *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Eugene W. Bushala, *Associate Professor*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

David H. Gill, S.J., *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main



PROGRAM DESCRIPTION

Classical Studies approaches a liberal education through the study, both in the original language and in English, of two literatures, the ancient Greek and the ancient Roman, which have exercised a profound influence in the formation of western culture.

The Department offers courses under three headings, including (1) courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature and culture, including Core Literature courses, taught in English and designed to acquaint a student with the world of classical antiquity, and (3) advanced reading courses in the authors, genres, and periods of Greek and Latin literature. Through cooperation with other departments, courses are also available in ancient history, art, philosophy, and religion.

Core

The Department offers several courses that satisfy the Core requirement in Literature. This year in the spring semester CL 202 Classical Greek Drama in Translation will be offered.

Majors

There are four ways in which a student may major in Classical Studies:

Major in Classics: 12 courses. Ten courses must be taken in the original languages and may include a maximum of two elementary courses. The other two courses may be taken either in the original languages or in related areas of ancient studies.

Major in Latin: 10 courses. Seven courses must be taken in Latin above the elementary level. The other three courses may be taken in Greek or in related areas of ancient studies.

Major in Greek: 10 courses. Seven courses must be taken in Greek above the elementary level. The other three may be taken in Latin or in related areas of ancient studies.

Major in Classical Civilization: 12 courses. The courses fall into two broad areas, language and

culture, with a somewhat greater emphasis on the latter. Requirements:

- Six courses in Latin and Greek, including at least two above the elementary level.
- Six (or more) courses in the areas of ancient literature, history, art, philosophy, religion, mythology, etc.

Several courses that apply to the various major programs in Classical Studies are offered by the departments of History, Philosophy, Fine Arts, Slavic and Eastern Languages, Romance Languages and Literatures, Political Science, and Theology. A student should consult at registration time with departmental advisers in Classics before selecting courses. The Department also offers courses in Modern Greek language and literature.

Certification for Teachers

The Undergraduate Provisional Certification as "Teacher of Latin and Classical Humanities 5-12" may be gained by pursuing one of the Majors in addition to the Secondary Education Major or the Minor in Secondary Education. For further information contact the Chairperson of the Department.

Minor in Modern Greek Studies

The Department administers a minor in Modern Greek Studies. For information see the Minors section at the front of this catalog, or contact the Chairperson of the Department of Classical Studies.

COURSE OFFERINGS

Elementary and Intermediate Languages

CL 010-011 Elementary Latin (F: 3-S: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Maria Kakavas

The Department

Sister Mary Daniel O'Keeffe, O.P.

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study. *John Shea*

CL 052-053 Intermediate Ancient Greek (F: 3-S: 3)

This course is a review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a simpler play such as Euripides' *Medea*. *Dia M.L. Philippides*

CL 056-057 Intermediate Latin (F: 3-S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Maria Kakavas

John Shea

CL 060-061 Elementary Modern Greek

This course is an introduction to the study of Demotic Greek. It will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work. *Offered alternate years* Maria Kakavas

CL 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisite: CL 060-061 or equivalent

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Tachtsis and Elytis. Maria Kakavas

Greek and Roman Culture

The reading for these courses is entirely in English, and no acquaintance with the Greek or Latin language is presumed. A student who wishes to do some of the reading in the original languages may consult the instructor.

CL 101 Introduction to the Modern Greek World

This course is an introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. It aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium. The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece and offers a bird's-eye view of the new integrated Europe of the 1990s. *Offered alternate years* Dia M.L. Philippides

CL 186 Greek Civilization (F: 3)

After a brief survey of early Greek history, the course will focus on the distinctive achievements of Athens at her creative peak in the fifth century BCE: the development and working of the Athenian Democracy; the drama (Aeschylus, Sophocles, Euripides, Aristophanes); the Periclean building program (Parthenon, etc.); the beginnings of philosophy (the Sophists and Socrates); and the rise and fall of the Athenian Empire (Herodotus and Thucydides). Reading will be mostly from the original sources (in translation). David Gill, S.J.

CL 202 (CT 370) Classical Greek Drama in Translation (S: 3)

Selected plays from 5th-century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism, and ethics.

This course satisfies the Core requirement in Literature, and it would be of interest to students of the theater, English and other literatures that have been influenced by the form and content of classical drama.

Provision may be made for Classics students to read certain portions in Greek.

Dia M.L. Philippides

CL 212-213 (FA 211-212) Art of the Ancient Mediterranean World (F: 3-S: 3)

This course will include the visual history and arts of the Ancient Mediterranean world from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The fall term will begin with Egypt and Mesopotamia and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

The spring term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire.

Cornelius Vermeule

CL 230 (EN 220) Classical Mythology (F: 3)

Examination of selected Greek and Roman works that take their characters and their story lines from the pre-literate fund of myth. Primary attention to the literary use of myth and to its historical evolution. Secondary attention to the use of myth in visual art and to its connections to religion, philosophy, science, and politics. Emphasis on the interpretation of texts; the facts of myth (names and places) will be learned as a by-product of interpretation. Readings in Homer and Hesiod, Greek drama and hymns, and Ovid's *Metamorphoses*, supplemented by selections from Apollodorus and Pausanias and by a modern handbook.

Charles F. Abern, Jr.

CL 248 (PL 248) Revenge in Greek Literature (S: 3)

The project of the course will be to trace a part of the history of the ancient Greek struggle with the question of justice. How to get from the common-sense idea of justice as an eye-for-eye to a more adequate definition? What is the proper (just) response when someone physically or verbally harms me or someone close to me? The spontaneous reaction is anger and the desire to get even, retaliate, punish, take revenge. How to assure that the reaction is fair and proportionate to the injury? The emotions of anger and the pleasure of revenge can lead to excessive violence, then to counter violence and vendetta. How to set reasonable limits? Retaliation/revenge can be justified on the personal level as a question of physical or psychological survival. What are the rules? How far may I go, for example, to defend my honor or reputation? What about forgiveness and turning the other cheek?

David Gill, S.J.

CL 252 The Modern Greek Novel (S: 3)

Although *Zorba the Greek* probably remains the best-known work of Modern Greek fiction outside Greece, the country has produced many other important novels. Representative authors and works for the course may be selected from among the following: Kostas Tachtsis, *The Third Wedding*; Dimitris Hatzis, *The Double Book*; Dido Sotiropoulos, *Farewell Anatolia*; Menis Koumantareas,

Kyria Koula; Alki Zei, *Achilles' Fiancée*; Alexandros Kotzias, *The Jaguar*; Maro Douka, *Fool's Gold*; Iakovos Kambanellis, *Mauthausen* (the concentration camp).

This course will present and analyze some of the perspectives on contemporary history, economics, politics, religion, and society (especially the roles of men and women) offered by some major Greek novels of the past few decades.

Readings will be assigned in Greek and available also in English translation. The course will be conducted in Greek (and English as needed) and will be equivalent to "Advanced Topics in Modern Greek" with respect to the Minor in Modern Greek Studies. Dia M.L. Philippides

CL 261 Roman Civilization (S: 3)

After a survey of the broad outlines of Roman history, the course will focus on selected topics that illustrate the character of life in the early Roman empire—the years of Roman peace. Among these topics are family life, social stratification, mythology and religion (including slavery), and popular entertainment (the infamous shows). The aim of the course will be to look not so much at the monumental achievement of Roman imperial government as of the varied texture of life under that government.

Charles F. Abern, Jr.

CL 275 Greece Viewed Through Her Films (F: 3)

A course that looks at Greece through the medium of films made chiefly by Greek filmmakers. Greece has brought forth filmmakers of established international reputation, including among others: Thodoros Angelopoulos, Michael Cacoyannis, Costa-Gavras, Pantelis Voulgaris. We shall discuss the historical and political events behind the films, read scenarios and literary prototypes whenever they are available, and try to understand the comments being made on the internal workings of Greek society (of city and of country) and on the relation of Greeks to foreigners. The course may provide an opportunity for contrasting these films with other views of Greece and for comparing them with films of other countries.

This course will count as an elective towards the Minor in Modern Greek Studies administered by our department. A good number of the films viewed will have English subtitles, so that knowledge of Modern Greek is not essential.

Dia M.L. Philippides

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425.

Margaret Schatkin

CL 331 Sophocles and Aristophanes (F: 3)

Reading in the original of Sophocles' *Oedipus Tyrannus* and Aristophanes' *Frogs*. Discussion of content and style, with recourse also to Aristotle's *Poetics*, and review of recent scholarship on the two dramas.

Dia M.L. Philippides

CL 333 Apuleius (F: 3)

A reading in English of the *Metamorphoses* (The Golden Ass), the only Latin novel that survives in its entirety. Selected passages will be read in Latin

including the story of Cupid and Psyche (IV.28 through VI.24).
David Gill, S.J.

CL 346 Latin Prose (S: 3)

Reading of Latin prose. *The Department*

CL 354 Attic Orators (S: 3)

A reading in Greek of selected speeches of Athenian orators of the Fourth Century B.C. There will also be exercises in Greek prose composition.
David Gill, S.J.

CL 390-391 Reading and Research (F: 3-S: 3)

Charles F. Abern, Jr.
David Gill, S.J.
Maria Kakavas
Dia M.L. Philippides

CL 406-407 Aeneid I, II (F: 3-S: 3)

Reading and discussion of the complete text of the *Aeneid*, Virgil's epic poem on the end of the Trojan War and the origins of Roman civilization. Assignments in both Latin and English, geared to different levels of preparation in Latin. Topics for discussion will include the character of Virgil's language, his understanding of human passion and responsibility, and his analysis of the cost at which Roman imperial grandeur was achieved.

Charles F. Abern, Jr.

COMMUNICATION

FACULTY

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip. Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Joseph M. Larkin, S.J., *Associate Professor Emeritus*; A.B., Boston College; A.M., Catholic University; S.T.B., Weston College

Marilyn J. Matelski, *Professor*; Chairperson of the Department; A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor*; M.S., Ph.D., Boston University; B.S., M.A., Salem State College

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Dale A. Herbeck, *Associate Professor*; B.A., Augustana College; M.A., Ph.D., University of Iowa

Dorman Picklesimer, Jr., *Associate Professor*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Lisa Cuklanz, *Assistant Professor*; B.S., Duke University; M.A., Ph.D., University of Iowa

Indrawansa de Silva, *Assistant Professor*; B.A., University of Sri Lanka; M.A., University of Windsor; Ph.D., Michigan State University

Michael Keith, *Lecturer*; B.A., M.A., University of Rhode Island

Gail Ann McGrath, *Lecturer*; A.B., Heidelberg University; A.M., Bowling Green State University; Ph.D., Boston College



PROGRAM DESCRIPTION

The objective of the major in Communication is to provide students with a critical understanding of the nature, scope, and function of communication. Courses are designed to examine varying practical and theoretical perspectives, historical developments, and the expanding role that communication and the mass media play in modern life. In addition, courses are intended to provide students with an opportunity to acquire skills in speaking, writing, and critical thinking.

Students must complete eleven (11) courses to major in Communication. Six (6) of the courses are required. These courses are (1) CO 010 The Rhetorical Tradition; (2) CO 020 Survey of Mass Communication; (3) CO 030 Public Speaking; (4) one (1) Theory Course (any course numbered between CO 370-390 meets this requirement); (5) two (2) Writing Intensive Seminars (any course numbered between CO 425-475 meets this requirement).

The other five (5) courses are electives, and students may select these courses based upon their interests and objectives. CO 010 The Rhetorical Tradition and CO 020 Survey of Mass Communication should be taken before registering for other courses in the Department.

Honors Program

The Department offers an honors program in Communication that begins in the second semester of the student's junior year. The honors sequence is a two-semester program. The first semester (second semester of the junior year) is devoted to data collection, research design, and framing research questions. The program culminates with the writing of an honors thesis during the first semester of the senior year. Students who wish to participate in the Department's honors program should have a cumulative grade point average of 3.4. The second honors course, CO 591, may be used as a writing intensive course.

Internship Program

The Department offers an internship program in mass communication. The program is open to all majors in Communication who have senior standing and a 3.0 or higher G.P.A. In addition, potential interns must have completed a minimum of six courses in communication at Boston College prior to the beginning of their final year.

These six courses are to include CO 010, CO 020, CO 030, a theory course and appropriate preparatory course work necessary for the specific field placement.

Declaring a Major

Students who are freshmen may declare a major in Communication at any time during their freshman year. Students who are sophomores must complete two courses in Communication before they will be permitted to add a major in Communication. All questions about declaring a major should be directed toward the Chairperson of the Department.

COURSE OFFERINGS

CO 010 The Rhetorical Tradition (F, S: 3)

This is an introductory course that is designed to examine the evolution of rhetorical principles during the classical, Renaissance, and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric and looks at communication as a way of knowing about self and society.

Lisa Cuklanz

Gail McGrath

Dorman Picklesimer, Jr.

CO 020 Survey of Mass Communication (F, S: 3)

This is a survey course in mass communication. It explores the political, social, economic, and cultural forces that have influenced the development of the media. Topics include the following:

media history, governmental regulation of the media, constitutional issues related to the First Amendment, media economics, the character of mass media content, and the organizational decision-making process within media institutions. This is a required course for all communication majors.

*Donald Fishman
Indra de Silva
The Department*

CO 030 Public Speaking (F, S: 3)

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance as well as a theory course. The course is required for all communication majors.

The Department

CO 104 Interpersonal Communication (F: 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one-to-one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and nonverbal communication techniques are stressed.

Dorman Picklesimer, Jr.

CO 105 Elements of Debate (F, S: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and an annotated bibliography on the debate topic.

John Katsulas

CO 107 Voice and Articulation for the Electronic Media (F, S: 3)

This course is designed for students interested in building toward a level of vocalization acceptable for professional radio and television performance. Attention will be given to all aspects of voice production including rate, pitch, volume, tone, and clear accurate articulation that adheres to the General American Standard. Extensive use will be made of tape recordings for practice, self analysis and instructor evaluation. The International Phonetic Alphabet will be employed as the basic tool. This course is not appropriate for individuals with speech deficiencies.

*Gail McGrath
Rita Rosenthal*

CO 120 (BK 234) Blacks in Electronic Media (F: 3)

Media both shapes and reflects perceptions of reality. This course examines the roles and images of Blacks in radio and television. It examines Black participation in the radio and television industries in front of and behind the cameras and microphones. In addition, it examines the nature of the images of Blacks communicated by the major media.

Lawrence Watson

CO 220 Radio Operations and Production (F, S: 3)

This course is designed to present an overview of basic audio theory, programming and production techniques, station operations and radio's relationship to the record industry and government. Students must meet for a one-hour lab period each week in addition to the two-hour lecture periods.

Michael Keith

CO 222 Studio Television Production (F, S: 3)

Prerequisite: CO 227

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the planning and production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production skills in a television studio.

*Don Larick
Paul Reynolds
William Stanwood*

CO 223 TV Field Production (F, S: 3)

Prerequisite: CO 222

This course will focus on the techniques involved in producing and shooting video in the field and in editing that video for broadcast over television.

*David Corkum
Don Larick
William Stanwood*

CO 225 Broadcast Management and Sales (S: 3)

This course will examine and evaluate the various management styles and time sales practices found in the radio, television, and cable industries. The responsibilities and duties of the broadcast manager and the marketing strategies and techniques employed by the station sales department will be surveyed and considered within the context of the rapidly emerging information superhighway (National Information Infrastructure) and the projected 500 channel universe, which shall further intensify the competition prevalent in the electronic media field.

Michael Keith

CO 227 Broadcast Writing (F, S: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials, public service announcements, educational television, and writing for specialized audiences. A special emphasis will be placed on dramatic and comedy writing in the final section of the course.

*Joe Bergantino
Patricia Delaney
James Dunford*

CO 230 News Writing (F, S: 3)

An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers.

Maureen Goss

CO 231 Feature Writing (F, S: 3)

Prerequisite: CO 230

This course focuses upon feature writing for newspapers and magazines. Frequent story assignments, regular newspaper reading, and leaving campus to cover stories are required.

*Theresa Byrne
Maureen Goss
John Izzo, S.J.*

CO 235 Advertising (F, S: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising regulation, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will participate in the formulation of a comprehensive advertising campaign plan.

Peter Woloschuk

CO 236 Ad Copy and Layout (S: 3)

Prerequisite: CO 235

This performance course is designed to promote an understanding of effective creative work in advertising through the study of basic visual design concepts and the production of advertisements in a variety of media, including newspapers, magazines, direct mail, catalogs, and out-of-home vehicles. Students will produce creative work in both semi-comprehensive and comprehensive layouts, critique their own work and that of others, and develop a final creative campaign for inclusion in an advertising portfolio. Cost of graphic materials should be factored into the decision to take this course. Enrollment is limited.

Ann Marie Barry

CO 240 Public Relations (F, S: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis will also be placed on developing proper writing techniques for public relations.

*Karen Kelly
Lynda M. McKinney
John Tierney*

CO 249 Communication Law (F, S: 3)

This course is designed to examine major principles and trends in communication law. The course analyzes a wide-range of issues related to the First Amendment, intellectual property, and broadcast regulations. Special attention is devoted to problems in libel and privacy that affect practicing journalists and broadcasters.

Dale Herbeck

CO 280 Broadcast Programming and Promotion (S: 3)

This course examines programming and promotional strategies in radio and television. More specifically, it focuses on developing media strategies to capture a particular segment of the mass audience by analyzing competitive scheduling techniques, special versus regular series programming, network-affiliate relationships, and the influence of broadcast advertising on programming.

James Dunford

CO 285 Cultural Diversity in Media (S: 3)

This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books and the music industry on cultural perception.

Marilyn Matelski

CO 480 Communication Research Methods (S: 3)

This course examines social science research methods as they are applied to media content, effects, and audiences. Various research methods used in the field of communication and their merits will be discussed. A large part of the class is also devoted to examine sampling, data collection techniques, and statistical techniques used to summarize and manipulate data files.

Indra de Silva

Theory Courses**CO 372 Mass Communication Theory (F, S: 3)**

This course explores the nature and impact of media upon society. Its main purpose is to improve the understanding of the mass communication process, examining concerns of both the media practitioner and the media consumer. Topics include the following: (1) political campaign strategies; (2) leadership, social change, and propaganda; (3) media criticism; (4) visual communication and virtual reality; (5) media and interpersonal dynamics; and (6) cultural studies.

*Marilyn Matelski
Indra de Silva*

CO 375 Argumentation Theory (F, S: 3)

Argumentation is an art of inquiry and advocacy, calling for the exercise of judgment. It involves establishing claims by adducing reasons for them. So long as the standards of proof and evidence remain uniform, the requirements of such proof are unlikely to be controversial. When such standards are not uniform, or are not uniformly accepted, the requirements of proof itself become a subject of contention. This course considers the nature of these standards and how they vary across different fields of argument.

Dale Herbeck

CO 376 Theories of News Analysis (S: 3)

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.

Lisa Cuklanz

CO 377 Visual Communication Theory (F, S: 3)

This course explores such areas as the role of the perception within learning, the nature and social role of images, the levels of the meaning on which images operate, how public images function in political and cultural discourse, the psychology of the camera eye, perceptual differences among media images, and controversial media issues related to the normative power of visual language.

Ann Marie Barry

CO 379 Advanced Visual Theory and Aesthetics (F: 3)

This theory course builds on basic understandings of how visuals form and communicate meaning (See CO 377 Visual Communication Theory) and explores the immediate and long-term power of the visual image to alter attitudes and opinions and enhance aesthetic appreciation. Discussion will revolve around how perceptual elements combine with technology and purpose to create an intellectual and emotional response.

Ann Marie Barry

Writing-Intensive Seminars**CO 425 Broadcast Century Issues (F, S: 3)**

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have informed 20th century broadcast media. Topics will be examined within the context of their relationship to society and culture.

Michael Keith

CO 442 Intercultural Communication (F, S: 3)

The purpose of this course is to focus on the intercultural and international communication of today and tomorrow. It is divided into three basic areas: (1) subcultural communication in America; (2) intra- and inter-cultural differences in other societies; and (3) international communication—its successes and failures. Comparative broadcasting systems in each society will be discussed as well as case studies of specific countries. Fulfills Cultural Diversity Core Requirement.

*Marilyn Matelski
The Department*

CO 443 Ethical Consideration in the Mass Media (F, S: 3)

This course will examine the ethical dimensions of the decisions made daily by the news media in America. The course will examine both the ethical and philosophical underpinnings that have arisen from the works of such classical ethicists as Aristotle, Kant, Mill, and Descartes and apply these principles to the way the news media gathers and reports information that affects both individuals and society alike. Actual case studies involving controversial media ethical decisions will be examined and discussed.

The Department

CO 445 Seminar on Freedom of Expression (F, S: 3)

This course will examine major works focusing on freedom of expression including the contributions of Bollinger, Haiman, MacKinnon, Shiffrin, Sunstein, among others. Although a wide range of topics pertinent to freedom of expression will be discussed, the course will have a special emphasis on access, commercial expression, hate speech, obscenity, violent pornography, and new technologies.

Dale Herbeck

CO 447 Communication Criticism (F: 3)

This course is an undergraduate level introduction to various methods for rhetorical analysis. It is divided into two segments, the first treating methods for writing rhetorical history and the second examining more pure types of rhetorical criticism. The principle concerns will be (1) understanding the intellectual assumptions underlying general approaches to the analysis of oral, written and electronic literature, and (2) learning to use particular methods subsumed by the different approaches addressed in class.

Lisa Cuklanz

CO 450 Freedom of Speech (F, S: 3)

This course is designed to examine the evolving interpretation of freedom of speech from the American Revolutionary War period to the Persian Gulf War. The focus of the course is on the intellectual, political, and social factors that influenced varying conceptions of freedom of expression. Special emphasis will be placed upon

the extent to which the changing nature of journalism affected legal developments. In addition, this course will examine the changing forum for free speech litigation from the state to the federal courts and the transformation in free speech thinking from protecting majority interests to safeguarding the rights of minorities.

Donald Fishman

CO 451 Gender Roles and Communication (S: 3)

This course is a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass mediated communication.

Lisa Cuklanz

CO 455 Seminar: Political Debate (F, S: 3)

This course considers the debate about political debates, reviews scholarly approaches to political debates, and reviews the long history of presidential debates.

Dale Herbeck

CO 460 Seminar in Fiction, Film and Video (S: 3)

This intensive writing course explores how visuals form and communicate meaning differently from the printed word. Focusing on works of literature as a primary source of television and film entertainment, students will gain a critical understanding of how print and visual media differ in form, function and practice, how mental imagery functions in relation to print and visual media, how form becomes part of the message communicated, how these differences in form impact aesthetic response in the reader and viewer.

Ann Marie Barry

CO 470 (UN 510) Capstone: Conflict, Decision and Communication (F: 3)

This intensive writing seminar focuses on inevitable questions which underlie most undergraduate study, and which form the basis for critical decision making throughout our lives in integrating work, personal relationships, citizenship and spiritual development. Seminar discussion will focus on inner and outer conflicts in competitive relationships, gendered discourse, concepts of justice, freedom and responsibility, and spiritual awareness. Students will keep journals and combine in small and large discussion groups to examine personal moral and ethical choices. Enrollment is limited. Seniors only.

Ann Marie Barry

CO 500 Debate Practicum (F, S: 1)

This course is an advanced discussion and analysis of contemporary debate theory with an emphasis on paradigms, topicality, counterplans, trends in debate, and other specialized topics. Restricted to members of the Fulton Debating Society.

John Katsulas

CO 520 Media Workshop I (F, S: 3)

Prerequisites: (1) Senior standing, (2) 3.0 GPA or 2.8 overall and 3.2 in major, (3) completion of six courses in communication at BC, including those

required for the major, and (4) permission of the instructor

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

Gail McGrath

CO 521 Media Workshop II (S: 3)

Prerequisites: Completion of Media Workshop I, and permission of the instructor

Additional internship experience in the media is available to communication majors for a second semester.

Gail McGrath

CO 590 Introduction to Honors in Communication (S: 3)

This course is designed to be an introduction to research in preparation for the completion of a scholarly thesis in Communication. Attention in the course will be devoted to data collection, research design, and topic selection. Emphasis also will be placed upon developing a writing style suitable for scholarly works. This course is open to juniors who have achieved a 3.4 cumulative grade point average. Students begin the honors program during the second semester of their junior year, and those who complete this preparatory course with distinction may enroll in CO 591 during the first semester of their senior year.

Donald Fishman

CO 591 Honors Program in Communication (F: 3)

Candidates for Departmental Honors who have successfully completed CO 590 may enroll in this course. Students in the course complete an honors thesis under the supervision of the instructor. This course qualifies as a writing-intensive seminar.

Donald Fishman

CO 597 Readings and Research: Communications (F, S: 3)

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that (1) it must involve extensive readings, and (2) it must include a formal term paper of twenty or more pages. This course may be repeated.

The Department

CO 598 Teaching Assistantship (F, S: 3)

Prerequisite: Permission of the instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to seniors and enrollment is limited to one student per professor.

The Department

CO 599 Scholar of the College (F, S: 6)

Students who have been accepted in the Scholar of the College Program should enroll in this course. This course may be repeated.

Donald Fishman

Dale Herbeck

Indra de Silva

COMPUTER SCIENCE

PROGRAM DESCRIPTION

The Computer Science Department offers programs in both the College of Arts and Science and the Carroll School of Management. This section describes only the programs in Arts and Sciences; please see the Computer Science listing under the Carroll School of Management for a description of the management programs in Computer Science and Information Systems, and for the list of Computer Science faculty. For further information you are encouraged to contact the department in Fulton 460, at 617-552-3975.

The Major Program

The Computer Science major curriculum is based upon current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions, and it is designed to be intellectually challenging, just as any Arts and Sciences discipline would require. At the same time, the program provides practical, hands-on experience, as the current technological job market dictates.

Students complete a ten-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For a majority of students, the program dictates completion of fourteen courses.

Computer Science Component:

Ten computer science courses are required for completion of the major: six required core courses and four electives. The six required core courses are the following: Computer Science I (MC 140), Computer Science II (MC 141), Computer Organization and Assembly Language (MC 160), Algorithms (MC 383), Theory of Computation (MC 385), and Computer Architecture (MC 372). Of the four electives, at least three must be numbered 300 and above, and must include at least one of the following courses: Compilers (MC 371), Operating Systems (MC 362) or Computer Networks (MC 363).

Mathematics Component:

At least three mathematics courses are required for completion of the major, fulfilling basic requirements of one semester of Calculus at the level of Calculus II or higher; a semester of Foundations of Discrete Mathematics; and a semester of Applications of Discrete Mathematics.

Calculus at the level of Calculus II or higher: Students will ordinarily complete this requirement with any one of the following courses: MT 101, MT 103, MT 200, MT 201, or MT 202. Realistically, most students will necessarily complete a prerequisite Calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this Calculus requirement will usually be met by enrolling in a two-semester sequence.

Foundations of Discrete Mathematics: Students usually complete this requirement with the one semester Foundations of Discrete Mathematics course (MT 243). (Double-majors in Mathematics are absolved of this requirement by completing either of the two-semester, required Mathematics sequences MT 216–217 or MT 226–227.)

Applications of Discrete Mathematics: Students should complete this requirement with the one-semester Discrete Structures and Applications course (MT 244.) (Double-majors in Mathematics are absolved of this requirement if their Mathematics electives include both MT 445, and one of MT 420 or MT 426.)

Advisement Comments

Freshmen considering majoring in Computer Science should plan to complete the program's Calculus requirement during freshman year. Most will enroll in MT 100 in fall semester, and continue to MT 101 in spring semester. Freshmen who either carry advanced mathematics placement, or who have completed a year of Calculus in high school, should enroll directly in MT 101 in the fall semester to satisfy the Calculus requirement.

Computer Science I (MC 140) should be completed no later than the first semester of sophomore year. Freshmen with prior programming experience or strong technical skills are encouraged to complete this course earlier, even as early as first semester of freshman year. Freshmen who have had little exposure to computers upon entry may prefer to enroll in an introductory computer course (e.g., MC 021 or MC 074) in their first year, and later begin the program with Computer Science I.

Freshmen wishing to double major in Computer Science and Mathematics should enroll in MT 102 in the fall semester (or preferably, MT 103 if you carry advanced placement or completed a year of Calculus in high school), and begin the Computer Science major with Computer Science I no later than fall semester of sophomore year. Double majors should consult the Mathematics Chairperson for further advice on course scheduling after freshman year.

Freshmen who have achieved a score of 4 or higher on the Computer Science AP Examination, or students entering with significant programming backgrounds, should speak with the Computer Science chairperson about proper course placement.

It is especially important that the mathematics component (through the level of Discrete Mathematics) be completed no later than the end of junior year, since this material is designated among prerequisites for the required courses Algorithms and Theory of Computation (which are often taken in senior year).

The Minor Program

The Minor program in Computer Science is designed to provide a coherent, yet demanding introduction to and overview of Computer Science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in Computer Science and good analytical skills.

Six courses are required for completion of the Minor, according to the following three requirement categories:

Introductory Course: One of MC 021 or MC 074. (Mathematics majors may include their required major course, MT 263, as an introductory course for the minor.)

Three Required Core Courses: Computer Science I (MC 140), Computer Science II (MC 141), and Computer Organization and Assembly Language (MC 160).

Two Elective Courses: Chosen from the range MC 200–699, excluding the three required courses, and with at least one of these numbered 300 and above.

Beginning courses in the Minor may be replaced by other electives (in consultation with the Program Director) in cases of students entering with prior programming experience. However, the minor program still requires completion of six Computer Science courses.

Course Information

All Computer Science courses have the prefix MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be A&S courses. In particular, MC 021 and all 200-level courses are CSOM-credit courses; MC 074, all 100-level courses, and all courses numbered 300–699 are A&S-credit courses.

Introductory courses (e.g., MC 140, 141, and 160) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be anticipated with some care.

COURSE OFFERINGS

MC 021 Computers in Management (F, S: 3)

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use a variety of application packages including spreadsheets, word processors, database systems, and HyperCard, an object-oriented, hypertext-based applications development system. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use.

The Department

MC 031 Computers in Management—Honors (F: 3)

This course is a more rigorous version of MC 021 designed for Honors students.

Howard Straubing

MC 074 Introductory Topics in Computer Science (S: 3)

This is a survey of computer science, intended primarily for non-majors. Topics include the following: the history of computing, data representation and manipulation, computer hardware and organization, the fundamentals of programming, and artificial intelligence. This is a hands-on course, with regular laboratory exercises on the Apple Macintosh computer.

Howard Straubing

MC 140 Computer Science I (F, S: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the C programming language. Good program design methodology will be stressed throughout. There also will be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

MC 141 Computer Science II (F, S: 3)

Prerequisite: MC 140

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular, the use of linked storage and recursive subprograms. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures.

The Department

MC 160 Computer Organization and Assembly Language (F, S: 3)

Prerequisite: MC 141

This course is a study of the internal organization of computers and the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations, complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

Michael McFarland, S. J.

MC 240 Management Information Systems (F: 3)

Prerequisite: MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, from the division level, and from the enterprise level.

Charles Downing

MC 252 Systems Analysis (F, S: 3)

Prerequisite: MC 140

This course deals with the life cycle of information systems from their conception through their eventual replacement. The requirements of the system must be determined. The system and its files and databases must be designed. The programming and other parts of its implementation must be managed so that they will be completed on time and so that the product serves the needs of its users. The system must be maintained once it is implemented. The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The student will

learn about the major methods and tools used in the systems development process.

Peter Olivieri
Edward Sciore

MC 254 Business Systems (F, S: 3)

Prerequisite: MC 140

Business is the major user of computer systems today. This course deals with the main ideas used in systems for business applications. A major focus of this course is the efficient and reliable handling of large amounts of data in files. A variety of file organizations and access methods are discussed. Students learn to program in a language that is widely used for developing information systems, such as C and a fourth-generation language.

Thomas Bugos

MC 357 Database Systems (S: 3)

Prerequisite: MC 140

An introduction to database systems. Topics include the following: fundamental concepts, the relational data model, relational query languages, data modeling, client-server systems, concurrency control, and distributed database systems.

Edward Sciore

MC 371 Compilers (F: 3)

Prerequisites: MC 141 and either MC 160 or permission of the instructor

Compilers are programs that make high level programming languages, like C and COBOL, possible by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers. The same principles play an important role in the design of other software, such as text editors and natural language processors. Topics include lexical analysis, parsing, translation, and code optimization.

Robert Muller

MC 372 Computer Architecture (F: 3)

Prerequisite: MC 160

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction set design (RISC versus CISC), digital technology, data path design, micro programming and control, computer arithmetic, memory structures and input/output.

Michael McFarland, S. J.

MC 373 Robotics (F: 3)

Prerequisite: MC 140

This is a hands-on laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several projects using the robots in the Boston College Robotics Laboratory.

James Gips

MC 374 Topics in Computer Science (F, S: 3)

Prerequisite: MC 140 (F), MC 141 (S)

This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum. Topics covered this year are Multimedia Systems in the fall and Distributed Computing using Java in the spring. Details will be announced just before registration. This course may be taken twice for credit.

Peter Olivieri
Robert Muller

MC 383 Algorithms (F: 3)

Prerequisites: MC 141 and MT 420 or MT 426 or MT 445 or MT 244

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance. *Peter Clote*

MC 385 Theory of Computation (S: 3)

Prerequisites: MC 141 and MT 420 or MT 426 or MT 445 or MT 244

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines and undecidable problems, and computational complexity. *Howard Straubing*

MC 399 Readings in Computer Science (F, S: 3)

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangement with a faculty supervisor and the permission of the department are required for registration. *The Department*

600-Level Electives (Open to Graduates and Undergraduates)**MC 611 Digital Systems Lab (S: 3)**

Prerequisites: MC 160 or a course in physics

A laboratory-based study of computer hardware in which the students design and build simple digital circuits. Topics include the following: combinational and sequential circuits, input/output circuits, microprocessor interfacing and system design. *Michael McFarland, S.J.*

Other courses offered occasionally by the Computer Science Department include the following:

MC 274 Topics in Information Systems

MC 359 Artificial Intelligence

MC 362 Operating Systems

MC 363 Networks

MC 366 Principles of Programming Languages

MC 622 Prolog

MC 633 Computer Graphics

MC 644 Scientific Computation

MC 652 Microcomputer Applications Development

MC 670 Technology and Society

MC 690 Ethical Issues of Computer Use

MC 699 Topics in Computer Science

Information concerning these courses can be obtained from Prof. Edward Sciore, the Department Chairperson, in Fulton 414B, 617-552-3928.

ECONOMICS

FACULTY

Robert J. McEwen, S.J., *Professor Emeritus*; A.B., Boston College; M.A., Fordham University; Ph.L., S.T.L., Weston College; Ph.D., Boston College

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Bruce E. Hansen, *Professor*; A.B., Occidental College; M.A., Ph.D., Yale University

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

W. Bentley MacLeod, *Professor*; B.A., M.Sc., Queen's University; Ph.D., University of British Columbia

William B. Neenan, S.J., *Professor*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Joe Peek, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Francis M. McLaughlin, *Associate Professor*; Assistant Chairperson of the Department; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

Fabio Schiantarelli, *Associate Professor*; B.S., Bocconi University, Italy; M.S., Ph.D., London School of Economics

Richard W. Tresch, *Associate Professor*; Chairperson of the Department; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Chong-en Bai, *Assistant Professor*; B.S., China University; M.S., Institute of Mathematics; Ph.D.s, University of California at San Diego and Harvard University

Kristen Butcher, *Assistant Professor*; B.A., Wellesley College; M.Sc., London School of Economics; M.A., Ph.D., Princeton University

Douglas Marcouiller, S.J., *Assistant Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

T. Christopher Canavan, *Instructor*; B.A., Oberlin College; M.I.A., Columbia University School of International Affairs; Ph.D., (cand) Columbia University

**PROGRAM DESCRIPTION**

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses (EC 131-132) are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory (EC 201, 202) give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, labor economics, human resources, immigration, income distribution, mathematical economics, econometrics, business forecasting, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, Latin American economics, the Chinese economy, and public policy analysis.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25, depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses, and to check with the department prior to the registration period to learn which courses will be offered in which format.

Ten three-credit courses are required for the major, including Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 157), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any five electives. Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of

seven courses, including Principles of Economics (EC 131, 132), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), Economic Statistics (EC 151 or 155), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155).

The Department revised the numbering of the electives for 1996-97 to reflect the general prerequisites for these courses, as follows:

- EC 100-198: No prerequisites; open to all non-majors
- EC 200-298: Principles of Economics, EC 131 and EC 132; open to non-majors who have taken Principles
- EC 300-398: The corresponding theory courses, Micro (EC 201 or EC 203) or Macro (EC 202 or EC 204), or permission of the instructor.

Some electives may have additional specific prerequisites. Consult the course listings.

Each semester, the Department offers several electives in a writing intensive format with lower enrollments (15-25) and a significant writing component. These provide excellent opportunities to develop writing skills and to begin to know a professor more closely.

The Economics major is meant to be structured. Students should take Principles, Statistics, and preferably the two Theory courses before beginning the 300-level electives. We recognize that late starters may not have time to follow this sequence precisely, but at the very least the 300-level electives and the corresponding theory courses should be taken concurrently. Consult the individual professor if you are unsure of your preparation.

A student choosing to do honors work in economics, whether in the Arts and Science honors program or not, does independent research and writes an honors thesis (EC 497-498) under the guidance of an individual professor. The thesis proposal must be approved by the Department Honors Committee and should be started by the beginning of the fall term of senior year. Honors students should also select the following courses: Honors Statistics (EC 157), Econometric Methods (EC 228), Honors Microeconomic Theory (EC 203), Honors Macroeconomic Theory (EC 204), and several of the small enrollment writing-intensive electives.

Honors are conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work should enter the honors program. Students with truly outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro theory requirements by taking EC 203 and EC 204 rather than EC 201 and EC 202. Students with good mathematical backgrounds should take EC 155 or EC 157 rather than EC 151 to meet

the statistics requirement and they should also take EC 228 Econometric Methods. Students planning to do graduate work in economics or public policy should consider EC 311 Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

No specific calculus courses are required for the major, but the Micro and Macro Theory courses and the 300-level electives may use some basic elements of calculus. All majors should know how to take derivatives of simple functions and to solve maximum and minimum problems. MT 100, MT 173, most core-level calculus courses, and many high school calculus courses provide the basic elements of calculus needed for the Economics major. Any student with a serious interest in Economics should take at least one full year of Calculus, MT 100-101 or the equivalent.

Students majoring in Economics in A&S who take both semesters of Horizons of the New Social Sciences, UN 109, 110, 111, and 112 may apply a maximum of three of the twelve credits in place of one of the five electives required for the major. CSOM concentrators in Economics may not substitute a UN course for one of the two electives.

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

COURSE OFFERINGS

Usually, students should take both EC 131 and EC 132 before taking any other Economics courses. Exceptions are the statistics courses (EC 151, 155, and 157) and EC 141-143 for which there are no prerequisites. Students normally take EC 131 before EC 132, although EC 132 may be taken first. EC 131-132 also satisfy the Social Sciences Core requirement.

Students considering Principles should know the fundamentals of high school algebra, especially the algebra and geometry of a straight line. Calculus is highly recommended for economics majors, and it is a prerequisite for Honors Micro and Macro Theory (EC 203, 204) and Econometric Methods (EC 228). MT 101-102 is the appropriate Calculus sequence for Economics majors.

EC 131 Principles of Economics I-Micro (F, S: 3)

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II-Macro (F, S: 3)

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

EC 141 The Consumer Revolution in the World Economy (S: 3)

This course concentrates on the history and nature of the movement created throughout the world as a result of the problems facing consumers as they attempt to make market choices in an ever more complex economic system

Robert J. McEwen, S.J.

EC 143 Consumer Information and Education (F: 3)

This course is focused on the economic problem of inadequate consumer information and the sources and methods of improving consumer information.

Robert J. McEwen, S.J.

EC 151 Economic Statistics (F, S: 3)

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Statistics—CSOM Honors (S: 3)

Prerequisite: Calculus

This course is a more intensive analytical treatment of the topics covered in EC 151, and it is designed for Carroll School of Management students.

Joseph Quinn

EC 157 Statistics—Honors (F: 3)

Prerequisite: Calculus

A more intensive analytical treatment of the topics covered in EC 151.

Harold Petersen

EC 201 Microeconomic Theory (F, S: 3)

Prerequisite: EC 131

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

The Department

EC 202 Macroeconomic Theory (F, S: 3)

Prerequisite: EC 132

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

EC 203 Microeconomic Theory-Honors Level (F: 3)

Prerequisites: EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Kristin Butcher

EC 204 Macroeconomic Theory-Honors Level (S: 3)

Prerequisites: EC 132 and Calculus

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Robert Murphy

EC 228 Econometric Methods (F, S: 3)*Prerequisites:* Calculus, and EC 151, 155, or 157

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation. *Serena Ng*
Joseph Quinn

EC 229 Economic and Business Forecasting (S: 3)*Prerequisites:* Calculus and EC 151, 155 or 157

The theory and practice of applied time series analysis will be explored, including the subjects of dynamic modelling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions. *Bruce Hansen*

EC 230 Industrial and Social Policy (F: 3)*Prerequisite:* EC 131–132

As businesspersons attempt to formulate strategy for their firms, they are faced with not only evaluating their own firm's strengths and weaknesses but with an external environment also needs to be taken into account if that strategy is to be a success. This external environment has two elements to it, namely where a firm is located in an industry and how a firm fits into the public policy process.

This course will deal with how a firm deals with these two elements which compose its external environment. The first part of the course will examine the economic literature on industrial structure. Our primary authors will be Caves and Porter. Case studies of various firms will be used to illustrate the basic concepts of industrial organizations. The second part of the course will review the literature of public policy and its impact on economic organizations. Authors such as Cobb and Wilson will be used. In the last part of the course, we will examine the tobacco, alcohol and chemical industries where we can examine how the business and public policy processes interact in a more dramatic fashion.

*Richard McGowan, S.J.***EC 234 Economics and Catholic Social Teaching (S: 3)***Prerequisite:* EC 131–132

The purpose of this course is to explore questions of economic justice in terms of Catholic social teaching. Our approach will be primarily historical; we will read and reflect on some of the major Church documents to identify important themes in the teaching that apply to the development of economic policy. These themes will be linked to concepts in the history of economic thought and in the field of welfare economics. The extent to which our discussions are expanded to other disciplines will depend on students' backgrounds and interests.

The course is organized as a seminar, and all students are expected to participate in class discussions. The course is writing-intensive (journals, short papers, term paper).

Note: The course is particularly suited to students of the Faith, Peace and Justice program, in addition to serving as a regular elective for the Economics major. *Catherine Schneider*

EC 246 Collective Bargaining and Dispute Settlement (S: 3)*Prerequisite:* EC 131–132

This course is an introduction to the labor relations system in the United States. The emphasis of the course is on the collective bargaining process and the settlement of labor-management disputes.

The history of labor movement in the United States and the legal environment within which it functions will also be covered. Comparisons with labor relations systems in other countries will be introduced to clarify features by contrast. *Francis M. McLaughlin*

EC 250 Economics of Medical Care (S: 3)*Prerequisite:* EC 131 or 132

Health care offers an interesting topic for economic study: it is important in its effects on consumers, expensive to buy, difficult to evaluate using standard productivity concepts and subject to an often heated political debate concerning such questions as fairness in access, legal liability and the incidence of costs.

This course applies microeconomic analysis to the health care delivery and consumption in the U.S. It has the following objectives: (1) to increase your understanding of microeconomic theory, in particular as it is applied to real world problems; (2) to provide you with a good knowledge of the economic aspects and institutions of health care in the U.S.; (3) to offer you practice in tailoring general models to fit particular markets and in synthesizing empirical information and research reports. *Jaana Muurinen*

EC 268 Economics of Gender and Race (F: 3)*Prerequisite:* EC 131–132

This course applies economic analysis to the study of gender or race based differences in economic roles and rewards.

It presents several alternative explanations for these differences and compares their predictions with empirical evidence. Both explanations based on discrimination and nondiscriminatory models are considered. Public policies, such as affirmative action, are also discussed and assessed. A sample of the topics of the course include the following: sexual division of labor, quotas as affirmative action, segregation in housing markets. Fulfills Cultural Diversity Core Requirement. *Jaana Muurinen*

EC 276 The Political Economy of Developing Nations (F: 3)*Prerequisite:* EC 131–132

Drawing on the experience of relatively poor nations, this course will explore the causes and consequences of changes such as the increased openness to international trade, the restriction of the role of the state in regulating prices and working conditions, the privatization of public enterprises and redefinition of property rights, the emergence of capital markets and local stock exchanges, and links between technological change and the informalization of production.

Non-majors are encouraged to participate in this course; only Principles of Economics will be assumed as background. Fulfills Cultural Diversity Core Requirement. *Douglas Marcouiller, S.J.*

EC 277 Introduction to the Chinese Economy (S: 3)*Prerequisites:* EC 131–EC 132

This course will provide a survey of the Chinese economy. Main topics include the role of the government in the economy, state-owned enterprises, rural industrial enterprises, agriculture, foreign investment, international trade, the allocation of human resources and capital, and the emergence of market institutions. Emphasis will be given to the period from 1979 when economic reforms started. *Chong-en Bai*

EC 292 Economics of Immigration (F: 3)*Prerequisite:* EC 131–132

More immigrants entered the United States during the decade of the 1980's than in any comparable period since the turn of the century. Why did this upswing in immigration occur? Who are the new immigrants? Where do they come from and what do they do in the U.S.? Do immigrants hurt the labor market opportunities of native-born workers and drain the U.S. social welfare system? How does U.S. immigration policy affect the number and type of immigrants we receive? What other countries receive immigrants and what kind of immigration policies do these countries have? This course will use theoretical and empirical tools learned in other economics courses to address these questions and more. *Kristin Butcher*

EC 299 Independent Study (F, S: 3)

The student works under the direction of an individual professor. *The Department*

EC 303 Topics in Microeconomics (S: 3)*Prerequisites:* Calculus and EC 131–132

The purpose of this course will be to deepen the student's understanding of the elements of microeconomic theory and the economic theorizing process itself. To this end, various topics will be selected dealing with the consumer, the producer, and perfectly competitive markets. The exact topics to be included will be decided in part by the class. *David Belsley*

EC 311 Mathematics for Economists (F: 3)*Prerequisites:* Introductory Calculus, EC 201–202 (EC 203–204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis. *Chong-en Bai*

EC 312 Quasi-Rational Economics (S: 3)*Prerequisite:* EC 201–202

The purpose of this course is to study recent work that goes beyond the standard rational choice model of human decision making. The course begins with a review of individual decision making and strategic choice, and the kinds of economic institutions that can be explained within this framework, including altruistic behavior and gift exchange. Yet, as is evident with a brief look at the daily papers, human beings often engage in seemingly irrational and destructive behavior. The second part of the course studies recent work that attempts to provide a more realistic model of human behavior that is consistent with these observations, and asks how we can use these models to better understand the institutions that we observe. *Bentley MacLeod*

EC 333 History of Economic Thought (F, S: 3)*Prerequisite:* EC 201-202

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.

*Francis M. McLaughlin***EC 338 Law and Economics (S: 3)***Prerequisite:* EC 201 or EC 203

In this course, we use microeconomic analysis to evaluate the performance of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

*Mary Oates***EC 340 Labor Economics (F: 3)***Prerequisite:* EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Francis M. McLaughlin***EC 344 Poverty and Discrimination (S: 3)***Prerequisites:* EC 151 and EC 201

The causes and consequences of poverty and discrimination in the United States are examined from an economic perspective. Why is there poverty in an affluent country? Are discrimination and poverty inherent in a market economy? What role should government play in alleviating poverty and discrimination? What role does it play? How could policies be improved?

*Peter Gottschalk***EC 349 Economics of Human Resources (F: 3)***Prerequisite:* EC 201 or EC 203

This course addresses a variety of topics about labor markets, careers, labor-market policy, and family behavior. A sampling of issues explored: earnings prospects of baby-boomers, the "superstar" phenomenon in the labor market, how school affects workers, immigration policy, protectionism, discrimination, women in the labor market, life-cycle patterns in careers and earnings, motives for private transfers among family members, the economic value of human life, and health and safety policy.

*Donald Cox***EC 353 Industrial Organization-Competition and Antitrust (F: 3)***Prerequisite:* EC 201 or EC 203

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

*Frank Gollop***EC 361 Monetary Theory and Policy (F, S: 3)***Prerequisite:* EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

*Hossein Kazemi***EC 362 Financial Markets and the Macroeconomy (F: 3)***Prerequisite:* EC 201-202 or EC 203-204; EC 228 recommended

This course focuses on the workings of U.S. financial markets and their interaction with the macroeconomy and the world economy. Emphasis is placed on the Treasury securities markets, the term structure of interest rates, and derivative assets such as financial futures. Linkages to events such as the '87 stock market crash and the savings and loan collapse are discussed. An empirical research paper is required.

*Christopher F. Baum***EC 363 Micro Public Policy Analysis (S: 3)***Prerequisite:* EC 201 or EC 203

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique each others' papers, present their drafts to the class, and then revise their papers on the basis of the comments received.

*Joseph Quinn***EC 365 Public Finance (F: 3)***Prerequisite:* EC 201 or EC 203

An analysis of the microeconomic problems of the public sector in a market economy including the following: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a good tax system and the economic effects of taxes. The course stresses current U.S. problems.

*Catherine Schneider***EC 371 International Trade (F: 3)***Prerequisite:* EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*The Department***EC 372 International Finance (S: 3)***Prerequisite:* EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

*Hossein Kazemi***EC 373 Economics of Latin America (S: 3)***Prerequisites:* EC 201 and EC 202

This course will survey the economic performance and evolution of economic policy in Latin America in the 20th century. We will cover the major problems Latin American economies have faced, including declining competitiveness, stalled industrialization, inflation, and debt. We will pay especially close attention to the experience of the major countries in the region over the last twenty-five years.

*Christopher Canavan***EC 375 Economic Development (S: 3)***Prerequisite:* EC 201 or EC 203

Paying close attention to the microeconomic foundations of the analysis, this course will explore the mobilization of resources for equitable economic growth in the relatively poor countries of our globally interdependent world. The achievements and failures of labor markets, capital markets, and product markets will be examined, and both macro and microeconomic policy options will be addressed.

*Douglas Marcouiller, S.J.***EC 378 Environmental Economics (S: 3)***Prerequisite:* EC 201 or EC 203

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

*Frank Gollop***EC 380 Capital Theory and Finance (F: 3)***Prerequisites:* EC 201 or EC 203 and EC 151 or EC 157

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

*Harold Petersen***EC 497 Senior Honors Research (F: 3)****EC 498 Senior Honors Thesis (S: 3)**

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy***EC 600-601 Scholar of the College (F: 3-S: 3)**

Other courses offered regularly, although not in 1996-97, include the following:

EC 232 American Economic History

EC 236 Social Policy Analysis

EC 237 Women in the American Economy

EC 257 Political Economy I

EC 259 Economics and Politics of the Environment

EC 339 Welfare Economics

EC 354 Industrial Organization-Public Regulation

EC 355 Case Studies in Antitrust Law & Economics

EC 356 Environmental and Natural Resource Economics

EC 364 Monetary Policy and the Business Cycle

EC 366 Current Topics in Macro and Monetary Policy

EC 367 Financial Engineering
 EC 391 Transportation Economics
 EC 394 Urban Economics
 EC 395 Real Estate Finance

ENGLISH

FACULTY

Joseph A. Appleyard, S.J., *Professor*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *Professor*; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Adele M. Dalsimer, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Dayton Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor*; Chairperson of the Department; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Mary Thomas Crane, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Joseph A. Longo, *Associate Professor*; B.S., M.Ed., A.M., Ph.D., Rutgers University

Suzanne M. Matson, *Associate Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

John F. McCarthy, *Associate Professor*; A.B., Harvard University; A.M., Ph.D., Yale University

Philip T. O'Leary, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Robert E. Reiter, *Associate Professor*; A.B., St. Bonaventure University; Ph.D., University of Michigan

Frances L. Restuccia, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Laura Tanner, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Cecil F. Tate, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Emory University

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

William Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

Raymond G. Biggar, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Amy Boesky, *Assistant Professor*; B.A., Harvard College; Ph.D., Harvard University

Juliana Chang, *Assistant Professor*; B.A., M.A., Ph.D., University of California, Berkeley

Alexandra Chasin, *Assistant Professor*; B.A., Brandeis University; M.A., Ph.D., Stanford University

Anne Fleche, *Assistant Professor*; B.A., State University at Buffalo; M.A., Ph.D., Rutgers State University

Elizabeth Graver, *Assistant Professor*; B.A., Wesleyan University; M.F.A., Washington University

Elizabeth Kowaleski-Wallace, *Assistant Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Kalpana Seshandri-Crooks, *Assistant Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Robert Stanton, *Assistant Professor*; B.A., M.A., Ph.D., University of Toronto

Francis W. Sweeney, *Assistant Professor*; A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Eileen Donovan-Kranz, *Lecturer*; B.A., Boston College; M.F.A., University of Massachusetts, Amherst; M.A., Northeastern University

George O'Har, *Lecturer*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Susan Roberts, *Lecturer*; B.A., St. Michael's College; M.A., Boston College



PROGRAM DESCRIPTION

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College prepares students not only for careers in high school, college and university teaching, but also in a variety of other professions (law, business, journalism, communications, etc.). Our requirements stress interpretative skills, historical awareness and cultural analysis.

The Department major envisions students who can work critically and sensitively with texts in poetry and prose, who develop greater sophistication in making and articulating judgments about literature, who become familiar with some of the major developments in the history of British and American literature, and who, in both lecture courses and seminars, pursue in greater depth special areas or major writers within that literature as well as further refinement of both expository and creative writing skills.

The goal of the major, if it can be described briefly, is to provide undergraduate students in a liberal arts college with a strengthened ability to

read with care, to write with clarity and grace, to judge with an awareness of various critical methodologies. The major also seeks to provide as full a sense as possible of the range and variety of the literary traditions and of key figures within those traditions.

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080–083 Literature Core, taught largely by English Department faculty.

EN 010 First Year Writing Seminar

The First Year Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and the evolving drafts of class members.

EN 080–083 Literature Core

In this part of the Core program students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Core literature courses are designed with separate titles and reading lists in four major areas: EN 080 Literary Forms, EN 081 Literary Themes, EN 082 Literature and Society, and EN 083 Literature: Traditions and Counter-Traditions. In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, allow for that dialogue between the past and present we call history, and provide an introduction to literary genres.

Requirements for a Major

Students ordinarily begin an English major in their sophomore year, after completing the First Year Seminar and the Literature Core, or equivalents. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- 1 course in pre-1700 English or American literature

- 2 courses in pre-1900 English or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take Major American Writers I as a foundation for later courses.

Other courses may be useful, particularly in the sophomore year, to fill in students' knowledge of the background out of which English and American literature developed: Chaucer to Spenser, Donne to Dryden, Pope to Keats, Tennyson to Eliot and the Major American Writers sequence. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the Department will offer seminars, to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's Department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Course descriptions, particularly the more detailed ones in the *CoRSS Plus* booklet, are useful sources of information.

Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

For Irish Studies Minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United

States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Foreign Study Office or see Professors Dalsimer and O'Neill of the English and History Departments.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350–400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department, faculty and students usually have a fair knowledge of English. Interested students should see Professor Christopher Wilson.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Students who are contemplating a senior thesis are encouraged to take one of the Department's seminars during their junior year. A description of this program is available in the Department office.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

COURSE OFFERINGS

EN 010 First Year Writing Seminar (F: 3–S: 3)

The Department

EN 080-083 Literature Core (F: 3–S: 3)

The Department

EN 097-098 (SL 067-068) Continuing Modern Irish I, II (F: 3–S: 3)

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres. The primary focus of the course will be on the Irish of Conamara, (County Galway), but other dialects will be studied as well, and some attention will be given to reading texts in the older Gaelic type in use through the 1940s.

Philip T. O'Leary

EN 125 (HS 148) (PS 125) (SC 225) Introduction to Feminisms (F, S: 3)

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

Ellen Friedman

EN 131 Studies in Poetry (F, S: 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

The Department

EN 133 Narrative and Interpretation (F, S: 3)

This course will introduce students to the questions that they might bring to the study and interpretation of narrative works—primarily novels, tales, and non-fictional narratives, though it may include drama, film, and narrative poems. It aims to make the student conscious of the act of storytelling and to introduce the various critical frames through which we construct interpretations of narrative works. As part of the process of reading, students will be introduced to common critical terms used in discussing narrative, narrator, and reader, the presence of narrative genres, conventions, and discourses, the construction of character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the several positions from which interpretations can be made, and to the implications of taking these positions.

The Department

EN 141, 142, 143 Major American Writers (F, S: 3)

Major American Writers I, II, and III follow the development of American literature from 1620 to the present. Major American Writers I deals with American literature up to 1865; Major American Writers II with American literature from 1865 to 1914; Major American Writers III with American literature from 1914 to the present. Students need not take these courses in chronological order.

EN 141 Major American Writers I (F, S: 3)

*John J. Fitzgerald
James D. Wallace*

EN 142 Major American Writers II (F, S: 3)

*Henry A. Blackwell
Richard J. Schrader
Christopher P. Wilson*

EN 143 Major American Writers III (F, S: 3)

*Susana Martins
Laura Tanner*

EN 161 Chaucer to Spenser (S: 3)

Mary Thomas Crane

EN 163 Pope to Keats (F: 3)

Alan Richardson

EN 164 Tennyson to Eliot (S: 3)

John McCarthy

Undergraduate Electives

EN 172 Shakespeare for the General Reader (F: 3)

A presentation and discussion of four of Shakespeare's major works in history, comedy, tragedy and romance, focusing on the theme of self-realization in the Renaissance, with some considerations of his *Sonnets*. Especially for non-English majors, the course does not carry pre-1700 or pre-1900 credit.

P. Albert Duhamel

EN 220 (CL 230) Classical Mythology (F: 3)

See description in the Classics Department.

EN 221 Introduction to Creative Writing (F, S: 3)

A writing course designed to familiarize students with creative forms. This work will evolve from both open and directed writing assignments and form the primary text for the course. Classes will be structured according to a workshop format.

The Department

EN 222 Cinematic Representations of the Middle Ages (F: 3)

This course will examine popular perceptions of the Middle Ages through the lens of the motion picture camera. The Middle Ages have always provided fertile ground for cinematic treatments; until fairly recently, such works tended to fall into the traditional genres of epic and romance. Alongside this continuing tradition (e.g., *First Knight*), some filmmakers have chosen to interrogate certain modern assumptions about the medieval period, and to play with the notions of authenticity and historicity. We will view the films after reading and discussing primary sources from the Middle Ages (in translation); the latter are not meant to be "the real story," but alternative interpretative strategies from the period itself.

Robert Stanton

EN 223-224 (PL 213-214) Stories and Service I and II (F, S: 3)

This course, offered through the PULSE program, is a two-semester, twelve-credit elective level course in Philosophy and English. Participation in this course will require ten to twelve hours per week of community service at a PULSE placement. The first semester of the course, *Writing and Reading the Self*, will concentrate on varieties of autobiographical experience, focusing on the representation of childhood and the idea of coming of age in literature, philosophy, and social science. The second semester of the course, *Writing and Reading the City*, will explore various features of urbanism (the crowd, homelessness, alienation) through texts by social scientists, novelists, philosophers, and poets.

Amy Boesky

EN 230 Literature and Social Change (F: 3)

This course will examine the possibility of using literature as a force of social change in the twentieth century. We will explore the way in which literary worlds reflect, transform or revise contemporary attitudes toward cultural and historical concerns such as slavery, genocide, violence against women, terminal illness, and homelessness. Primary texts may include fiction by Theodore Dreiser, D. M. Thomas, Toni Morrison, Sandra Cisneros, Hubert Selby, and William Faulkner, as well as poetry by Sharon Olds, Carolyn Forché, and Peter Balakian.

Laura Tanner

EN 231 Literature of the Civil War (F: 3)

The purpose of this course is to explore the ways the Civil War has been represented in both fiction and non-fiction, to ask why authors choose certain forms of representation in preference to others, to trace the importance or non-importance of issues like race and class to the waging of the war, and to assess the place the Civil War holds in American cultural history. Though the title of the course refers to literature, other forms of representation, such as film, docu-drama and music, will also be considered. Readings will include poetry by Walt Whitman and Herman Melville, Louisa May Alcott's *Hospital Sketches*, Stephen Crane's *The Red Badge of Courage*, Walt Whitman's *Leaves of Grass*, Elizabeth Keckley's *Behind the Scenes*, and a collection of wartime writings entitled "...the real war will never get in the books." Students will also learn to use the World Wide Web for computer contact with a number of Civil War Web sites. *James D. Wallace*

EN 232 Folktales Around the World (F: 3)

An introduction to folklore and storytelling with an emphasis on the structure, motifs and elements common to folktales from Europe, Africa, Asia, and America will form the major part of the course. Special attention will be given to traditional folktales adapted and filmed for contemporary American audiences. Some theories of the origin and nature of folktales will be examined. *Harriet Masembe*

EN 237 (ED 140) Studies in Children's Literature (F: 3-5: 3)

This is a one-semester course that will cover some of the major texts in children's literature. The topics and the readings will vary from one semester to another. For example, during one semester we may consider fairy tales—old versions and new ones (Grimm, Perrault, Zipes, Wilde, Thurber). During another semester we may consider myths and heroes, including Hamilton, Salinger, Orwell, McKinley. *Bonnie Rudner*

EN 238 Medieval Women Writers (S: 3)

Despite the many obstacles facing women writers of the Middle Ages, a significant number and range of texts were written and survive. This course will consider the writing of women in England, including, for example, eighth-century letters of Anglo-Saxon nuns, Julian of Norwich's spiritual writing, Margery Kempe's autobiography, and anonymous poems written in a female voice. Our study of medieval texts will be interspersed with readings of feminist theory, drawing attention to the places of women writers within specific cultural and historical contexts. *Robert Stanton*

EN 240 (CT 365) Modern Drama (F: 3)

See description in the Theatre Department.

EN 242 (CT 363) Experimental Theatre (F: 3)

See description in the Theatre Department.

EN 246 Introduction Asian American Literature (F: 3)

Frequently neglected in discussions of individual Asian American best-selling writers is the recognition of a long and varied tradition of Asian American literature. This course will provide a context of Asian American literary history; it will also be a forum for the discussion of present de-

bates and discussions in Asian American literary studies: what is authentic Asian American literature? How do Asian American writers write within or against various literary traditions? How do we interpret what has been framed as an opposition between feminist writing and cultural nationalist writing? How do more experimental texts call into question the concept of an authentic Asian American authorial voice? How are local, national and transnational spaces inscribed in these writings? How is language reshaped and reinvented in the encounter between dominant and subordinate cultures? What is the relationship between U. S. popular culture and members of racialized minority groups? Can we read creative works as alternative historiographies? We will read work by Frank Chin, Jessica Hagedorn, Lawson Inada, Joy Kogawa, Theresa Hak Kyung Cha, Fae Myenne Ng, and others. *Juliana Chang*

EN 250 (SL 306) Approaches to Russian Literature (F: 3)

See description in the Slavic Department.

EN 272 Wagner and the Arts (S: 3)

Richard Wagner (1813-1883) was the most important composer of the latter half of the 19th century. His ideas about many aesthetic and cultural matters expressed in his prose works as well as embodied in his music influenced virtually everyone well into the 20th century. Concentrating on *Tristan and Isolde* and the four *Ring* operas, we will study his music, his ideas, and his influence on such writers as Baudelaire, Mallarmé, Proust, Eliot, Joyce, and Mann. *William Youngren*

EN 283 Irish Women Novelists (F: 3)

A study of fiction by Irish women writers from 1800 to the present, including Maria Edgeworth, Somerville and Ross, M. J. Farrell (Molly Keane), Kate O'Brien, Edna O'Brien, Jennifer Johnston, Julia O'Faolain, and Mary Beckett. *Kristin Morrison*

EN 288 Crime Fiction: The Great Detective Novella (F: 3)

Detective fiction, as an art form, examined in the ratiocinative tales of four ranking achievers: Doyle, Stout, Christie, and Mortimer—the creators of Sherlock Holmes, Nero Wolfe, Hercule Poirot, Jane Marple, and Horace Rumpole. *John McAleer*

EN 307 History of the English Language (S: 3)

A survey of the changes through history of the English language, and of the people who spoke it, at various crucial points in history (internal and external history), with an attempt to understand how changes in a language reflect important changes in the culture and society of speakers of the language (notice current masculine-feminine confusion in pronouns). A systematic method of looking at and describing a sample language—past, present, or future—will evolve. An interest in language, words, and history on the student's part would be helpful. *Raymond G. Biggar*

EN 315 Late Medieval Major Writers (F: 3)

Through close reading of the writers and supplemental discussion of the cultural, social, religious and intellectual background of this interesting period, we shall explore the special medieval artistry, the intrigues and challenges of Chaucer, Gower, the Gawain-poet, Langland, and Malory.

The works to be studied, in most cases completely, include, *Sir Gawain and the Green Knight*, *The Pearl*, *Piers Plowman*, Julian of Norwich's *Revelations*, some mystery plays, and *Le Morte d'Arthur*. These last two need no translation. All other works will be read in modern English translations, supplemented by good student texts in Middle English for the linguistically curious, and for occasional close reading of passages in the original, where feasible. No previous knowledge of Middle English or of medieval literature is required. The emphasis is entirely literary, not linguistic. *Raymond G. Biggar*

EN 316 Chaucer (F: 3)

By examining Chaucer's style and the medieval traditions in which he wrote, we will try to arrive at the total meaning of Chaucer's *Canterbury Tales*. Close readings of the text will be the means to this end. The political, social, religious and intellectual landscape of Chaucer's world necessary to understanding his poetry will also be discussed. A variety of current critical approaches to Chaucer will be considered, but the main approach will be a study of the relationship of style and meaning as a way to fuller understanding. No previous knowledge of Middle English language or literature is assumed. A cheerful openness to the delights and quirks of Chaucer's Middle English is helpful. *Raymond G. Biggar*

EN 321 The Viking Age of Britain (F: 3)

We will study the literature composed when Britain was being populated by successive waves of invaders. The readings demonstrate the variety of cultures that contributed to the making of England: Celtic folktales, Scandinavian sagas, Roman and Christian historians, English battle poems. Texts include Tacitus, Bede, *Grettir's Saga*, the *Mabinogi*, and finally the epic *Beowulf*, which will be read closely as the crowning literary achievement of Anglo-Saxon England. In addition, we will examine shorter pieces—allegories, riddles, elegies, minor heroic poems—illustrating the range of learning and literature in early England. All readings are in modern English translations. *Richard J. Schrader*

EN 326 Shakespeare I (F: 3)

A study of selected plays from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (especially Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for intensive analysis are *Love's Labour's Lost*, *A Midsummer Night's Dream*, *The Tempest*, and *Richard II*. *Joseph A. Longo*

EN 327 Shakespeare II (S: 3)

A study of the canon from 1600-1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc., and the probability of its resolution. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*, *King Lear*, *Othello*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with pri-

mary emphasis given to the plays rather than general background.

Joseph A. Longo

EN 340 Milton (S: 3)

For many writers in the English tradition, John Milton was considered a greater poet even than Shakespeare. In our own period he is often (unfairly) described as stodgy, difficult, inaccessible. In order to reclaim what is experimental and revolutionary in Milton's poetry, this course will focus primarily on *Paradise Lost*. After a close reading of *Genesis*, we will try to understand why Milton chose the idea of the fall for his epic, and how he re-invents material to make it new. What is Milton's idea of Paradise, and how does it differ from its analogues and sources? How does Milton represent Adam and Eve, their relationship, and their fall? Is the poem revolutionary, conservative, or both? We will also contextualize *Paradise Lost* in Milton's career, reading several of the minor poems, two prose tracts, *Paradise Regained*, and *Samson Agonistes*.

Amy Boesky

EN 349 King Arthur: The Once and Future Legend (S: 3)

In this course we will examine the many retellings of the stories of Arthur and his knights from the Middle Ages to the present. Some topics under consideration will be the construction of courtly love, and the application of the Arthurian legend to varying historical circumstances. Emphasis will be on medieval writers such as Chretien de Troyes and Sir Thomas Malory, but we will also consider more recent material such as Tennyson's Arthurian poetry and *Monty Python and the Holy Grail*.

Michael Faletra

EN 351 British Romantic Poets (F, S: 3)

In this course we will read works by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, and will try to at least sample one or two of the lesser-known Romantic poets as well. In addition to reading essays in literary theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (study of poetic and other literary devices and structures) and approaches that bring out the cultural, social, and historical contexts of the poems.

John L. Mahoney

Alan Richardson

EN 362 British Gothic Fiction (F: 3)

This course will begin with the origins of British Gothic fiction in the late eighteenth century and move through the golden age of the genre to the beginning of our century, with special attention given to the role of Imperialism in monster-making. Texts to be studied will include *The Castle of Otranto* (Walpole), *The Monk* (Lewis), *Frankenstein* (Shelley), *Carmilla* (Le Fanu) and *Dracula* (Stoker).

David Thiele

EN 364 19th Century British Fiction (F, S: 3)

A course emphasizing the primacy of the novel in the Victorian imagination, following themes of psychic development, and arguments about social and industrial progress in novels by Bronte, Dickens, Eliot and others.

Deborah Vlock

Kristen Corman

EN 369 Victorian Poetry (S: 3)

This course focuses on narrative and dramatic poetry of the nineteenth century. Readings will include works by such poets as Robert Brown-

ing, Elizabeth Barrett Browning, Alfred Lord Tennyson, Matthew Arnold, Christina Rossetti, Dante Gabriel Rossetti, W. S. Gilbert, Oscar Wilde, and Lewis Carroll, and will explore, among other issues, the relations between art and industrialism, the Victorian poem's flirtation with the novel, and the period's increasing movement away from standard forms.

Deborah Vlock

EN 370 World, Church and Novel (F: 3)

What happens in the mind of the individual when the structures of Catholic faith confront the demands of adult living in the world? Is the novel itself, with its generic commitment to the rich panorama of experiential detail, somehow inevitably on the side of the world in this conflict? How have novelists imagined the lives and conflicts of Catholics, men and women, lay and cleric, English and American, over the generations? The course will take up these and other questions, as they arise in important literary works from nineteenth and twentieth century British and American authors. The class will also see and discuss some films depicting Hollywood's treatment of Catholic life.

Judith Wilt

EN 375 The Major Novels of D. H. Lawrence (F: 3)

Lawrence's reputation as a writer of narrative fiction rests primarily on his novels. The course will, therefore, consider the four major novels: *Sons and Lovers*, *The Rainbow*, *Women in Love*, and *Lady Chatterley's Lover*. Also there may be a brief excursion into *The Plumed Serpent* and *The Virgin and the Gypsy* for their analogical relationships to the central novels.

Joseph A. Longo

EN 376 Modern Fiction Classics (S: 3)

A detailed analysis of Virginia Woolf, *To the Lighthouse*; D. H. Lawrence, *Women in Love*; William Faulkner, *The Sound and the Fury*; and Malcolm Lowry, *Under the Volcano*. The course will examine these works through the traditional principles of literary criticism, plot, character, cultural ethos, symbol, and the like.

Joseph A. Longo

EN 383 Black Theatre (S: 3)

A study of the major plays and playwrights in the African and Afro-American theatrical tradition. Attention will be paid to the social, cultural and political forces that have shaped the Black theatre in Africa and the United States as well as the dramatic conventions that distinguish Black theatre from Eurocentric drama. Playwrights include Wole Soyinka, Athol Fugard, Willis Richardson, Langston Hughes, Alice Childress, Lorraine Hansberry and August Wilson.

Harriet Maseembe

EN 384 Family Drama in Austen and Trollope (S: 3)

John McAleer

EN 386 Modern British Fiction (F: 3)

This course will consider the experiments in narrative and the underlying psychological and social ideas that emerged in the work of British novelists just before and after World War I. The readings will include works by Henry James, Joseph Conrad, Ford Madox Ford, E. M. Forster, D. H. Lawrence, and Virginia Woolf.

Rosemarie Bodenheimer

EN 393 Jane Austen and Her Contemporaries (F: 3)

A new historical analysis of Jane Austen's six major novels. Thinking about literature as social process, we will discuss the cultural work done by Austen and her contemporaries such as Maria Edgeworth, Hannah More, and Mary Wollstonecraft.

Elizabeth Kowaleski-Wallace

EN 397 Whitman Tradition (S: 3)

The effort here will be to define and trace the development of a distinctive tradition in American poetry grounded in the formal strategies and philosophical assumptions of Whitman's *Leaves of Grass*, characterized by free-verse long lines, the open road, and an anti-hierarchical ethos. Writers to be studied will most likely include Emerson, Whitman, Wallace Stevens, William Carlos Williams, Theodore Roethke, Allen Ginsberg, Gary Snyder and others.

Robert Kern

EN 401 Cross-Cultural American Literatures (S: 3)

As part of America's developing recognition of cultural diversity rather than uniformity as our national strength, four groups of quest narratives are studied. Fiction by African-Americans, Asian Americans, Hispanics and Native Americans is treated as responses to historical challenges—searches for ethnic identity self-determined after years of slavery or colonial oppression; reduction to life on mock reservations; and subordination to roles as insignificant minorities.

Leonard Casper

EN 409 Literature and Beliefs (S: 3)

This course studies intentions, motives and beliefs of characters, authors, audiences, and genres as they work toward a center and a sense of responsibility. The course deals with modern American novels and short stories by writers such as Hemingway, Faulkner, Joyce Carol Oates, Flannery O'Connor, Mary Gordon, Walker Percy, Tobias Wolff, John Updike, Thomas Pynchon, Richard Wright, Toni Morrison, Raymond Carver and Alice Munro. Discussion of film and advertising may also be included.

Henry A. Blackwell

EN 410 American Fiction to 1860 (F: 3)

This course follows the development of American fiction from 1790 to 1860 in the work of such writers as Hannah Foster, Charles Brockden Brown, Edgar Allan Poe, Louisa May Alcott, Nathaniel Hawthorne, Fanny Fern, and Herman Melville.

Paul Lewis

EN 411 American Fiction 1860-1914 (S: 3)

This course surveys the development of the American novel from the post-Civil War period of Realism through Naturalism to early Modernism. Emphasis is on the response of writers to historical and social conditions such as modern, mechanized war, urbanization, feminism, Social Darwinism, Communism, and the creation of the modern sensibility. Authors include Henry James, Mark Twain, Frank Norris, Djuna Barnes, and William Faulkner.

James D. Wallace

EN 412 Prose Writing (F, S: 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and

editing to achieve greater clarity and force. Weekly non-fiction papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment. *The Department*

EN 415 Postmodern American Poetry (S: 3)

A study of American poetry in the context of the waning of modernism. Beginning with the work of Wallace Stevens and William Carlos Williams, this course will examine the development of lyric forms and attitudes that seem to constitute an alternative to the epic ambitions and cultural allusiveness of the work of such early 20th-century masters as T. S. Eliot and Ezra Pound. Writers to be considered will include Robert Lowell, Elizabeth Bishop, James Wright, Gary Snyder, Allen Ginsburg, Adrienne Rich, Frank O'Hara, and others. The focus will be on the poems themselves, although some attention will be given to historical and intellectual backgrounds and to literary politics. *Robert Kern*

EN 417 Short Fiction from Asia, Africa, and the Caribbean (F: 3)

This course introduces students to major writers in English from India, Nigeria, Ghana, South Africa, and the Caribbean. We will take up issues dealing with ethnic identity, gender relations, and cross-cultural exchange through a careful reading of short stories and novellas. We will also read some folklore and mythology to see how indigenous forms influence these writers' styles and transforms their use of the English language. We will read works by writers such as Chinua Achebe, Amos Tutola, Salman Rushdie, Anita Desai, S. Naipaul, and Michelle Cliff. *Kalpana Seshandri-Crooks*

EN 424 American Realism (F: 3)

An overview of the various realistic idioms employed by Americans to survey, describe, and master the landscape of urban-industrial America from 1865-1940. While the primary writers emphasized will be literary in the conventional sense (Steinbeck, Olsen, Jewett, Crane, Cather), we may also look at photography (Riis, Lange, Hine), painting (Eakins, Homer), and other forms of social documentation (e.g., urban journalism, applied psychology). The attempt will be made to root such idioms in their social and historical practice. *Christopher P. Wilson*

EN 432 Literature and Society of the 1920s (S: 3)

Taking its themes from the literary and social criticism of H. L. Mencken, the course examines the "carnival of buncombe" in which he lived. Among his interests were the changing South, the emancipated woman, and the American language, subjects that brought forth some of his best and most humorous writing. The other authors (many of whom he championed) include Willa Cather (*The Professor's House*), Theodore Dreiser (*Jennie Gerhardt*), Sinclair Lewis (*Babbitt*), F. Scott Fitzgerald (*Flappers and Philosophers*), Frances Newman (*The Hard-Boiled Virgin*), Anita Loos (*Gentleman Prefer Blondes*), Ring Lardner (stories), and Elmer Rice (plays). *Richard Schrader*

EN 435 Late Victorians (F: 3)

This course discusses Aestheticism, Decadence, and the roots of Modernism. As the fin de siècle

approaches again, the cultural experience of the 1800s and 1890s bears looking into. The emphasis is on criticism of Pater and Wilde; fiction of Morris, Wilde, Kipling, Hardy, Conrad, and Schreiner; plays of Wilde and Shaw; poetry of Hopkins and Yeats; with some attention to continental influences (Baudelaire, Huysmans) and visual arts (the Pre-Raphaelites, Whistler, Beardsley). *John F. McCarthy*

EN 443 Race and Literary/Cultural Studies (S: 3)

In this course we will investigate the relationship between racial subjectivity and literary/cultural texts, focusing mainly but not exclusively on cultures of the United States. We will begin with an interrogation of the categories of race, ethnicity, class, and nation; then discuss these definitions in relations to categories of "African-American literature," "Asian American literature," "minority discourse," etc. Throughout the course we will remain conscious of how narratives of race simultaneously inscribe narratives of class, gender, sexuality, and nation. Although the main focus is on literature, we will also discuss music, media, and popular culture. *Juliana Chang*

EN 444 Major Irish Writers (S: 3)

Selected modern Irish writers will be considered in terms of the relationship between the artistic presentation of the self and the political and historical context of the emerging Irish state. Among the writers we will focus on will be Yeats, Joyce, Kavanagh, Bowen and Boland. *Adele M. Dalsimer*

EN 445 Jazz: Listening and Describing (F: 3)

This course will have a dual aim: (1) to provide a working knowledge of jazz history from the early 1920s to about 1950; (2) to develop facility in writing descriptively about recorded jazz performances, both in themselves and in comparison to other jazz performances and other sorts of music. *William Youngren*

EN 448 Literature of Spiritual Quest (S: 3)

A course designed to explore literary works on the theme of the spiritual quest. The course encourages academic estimates of the various works, and personal exploration of the theme. Likely texts include the following: *The Brothers Karamazov*, C. S. Lewis's *The Screwtape Letters*, Waugh's *Brideshead Revisited*, Ety Hillesum's *An Interrupted Life*, Flannery O'Connor's stories, *Babette's Feast*, and shorter works by T. S. Eliot, Kierkegaard, Beckett, etc. *E. Dennis Taylor*

EN 459 Gender, Sexuality and Representation (F: 3)

In this course we will discuss texts that represent gay, lesbian and bisexual experience in various ways and contexts. We will consider sexual identification as a process, what it has to do with representation and experience, and how it is complicated by other identifications, such as gender, race and class. Texts will include prose and poetry by Colette, Sigmund Freud, Jean Genet, Rita Mae Brown, Cherrie Moraga, Audre Lorde, Paul Monette, Henry James, Langston Hughes, Jeannette Winterson, Adrienne Rich, Sappho, and Tennessee Williams. Films by Isaac Julien, Derek Jarman, and Jennie Livingston. *Anne Fleche*

EN 460 Modern American Short Story (S: 3)

Collection of short stories by contemporary American writers, John Cheever, Grace Paley, Raymond Carver and Alice Munro. Also stories collected in *The Vintage Book of Contemporary American Short Stories*. *Paul C. Doberty*

EN 468 Mourning and Melancholia in Women's Writing (S: 3)

This course will focus both on theorists of mourning and melancholia and on creative writers whose writing enacts, and simultaneously attempts to contain, or curb, melancholia and mourning. We will begin with Freud's famous "Mourning and Melancholia," and then go on to read: Melanie Klein, Julia Kristeva (*Black Sun*), Abraham and Torok (selections from *The Shell and the Kernel*), Andre Green ("The Dead Mother"), Judith Butler ("Melancholy Gender: Refused Identification"), Derrida (on mourning), as well as others (e.g., Walter Benjamin, Anita Sokolsky, Jeff Nunokawa).

We will look hard at the role of the lost, neglectful, abandoning mother in reducing melancholia, and at the child's encryptment of the maternal object/thing. We will consider how melancholia might be gendered and if it constitutes gender identification. Focusing on literary texts, we will examine the relation of representation as well as art, writing, and beauty to melancholia and mourning. Finally, we will study the difficulties of mourning victims of AIDS. *Frances L. Restuccia*

EN 469 Plays of O'Neill, Miller, Williams and Albee (F: 3)

In-depth search for meaning through motif, in major plays by four outstanding American dramatists. *Leonard Casper*

EN 474 (BK 216) Black Women Writers (F: 3)

In this course we will examine representations of race, gender, and class in some of the works of African-American women from early (1746-1773) writers such as Lucy Terry and Phillis Wheatley to contemporary writers such as Toni Morrison and Rita Dove. Other authors will probably include Nella Larsen, Zora Neale Hurston, Alice Walker, Gloria Naylor, and bell hooks. As we explore some of the novels, drama, poetry, and theory of black women writers, we will discuss how they construct and shift African-American and American literary traditions. *Diana Cruz*

EN 478 Poe and the Gothic (S: 3)

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto* to *The Yellow Wallpaper* and beyond. We will focus on Poe's use of and contributions to an evolving tradition by examining the connections between Poe's ambiguous approach to mystery and the varied treatments of the supernatural in early Gothic fiction, between Poe's psychological probing and the extreme mental states of horror fiction, and between self-conscious humor and the mock-Gothic. In addition to Poe, we will read representative works by writers such as the following: Horace Walpole, Ann Radcliffe, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H. P. Lovecraft, Stephen King, and Anne Rice. *Paul Lewis*

EN 482 (BK 410) African-American Writers (F: 3)

This course is a study of classic and non-canonical texts of African-American literature. Works by Terry, Wheatly, Dunbar, Toomer, Baldwin, Ellison, Wright, Walker, Morrison, and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris and others provide useful comparisons of the African-American and American literary traditions. *Henry A. Blackwell*

EN 486 The Drama of Ethnic Renaissance: Theater and Society in Early Twentieth Century Dublin and Harlem (S: 3)

The course will examine two cases of ethnic renaissance in English-language theater and culture, the Irish dramatic movement of Yeats, Gregory, Synge, and the Fays; and the dramatic wing of the Harlem Renaissance, initiated by Du Bois. Problems to be explored will include the attempt to create an inclusive group identity, the exorcism of negative stage and media images from the dominant culture, the conscious re-writing of historical episodes, the place of dialect and rural folk material in dramas written for urban audiences, the relation of the theaters to political movements, the frequent friction with factions of the audience, and the divisive effect of plays of urban poverty such as O'Casey's *Juno and the Paycock* and Thurman's *Harlem*. Readings will include manifestos and statements of purpose from both movements, play scripts, reviews, and some biographical and historical material. *Philip T. O'Leary*

EN 492 American Autobiography (F: 3)

Benjamin Franklin generally gets the credit for establishing the pattern of American autobiography—the instructive story of one man's success. Recognizing the multiple forms of autobiographical writing, however, reveals a rich and complex literature, beginning in the seventeenth century, that reflects and queries the relations between the American individual and the culture and is profoundly affected not only by race, class, and gender but also by forms of belief. Structured historically, and drawing on major theorists of autobiography, the course will attend to American self-expression from diverse cultures and in several forms—instructional autobiographies of public figures, spiritual autobiography, private diaries and journals, poetic sequences, autobiographical fiction, film and portraiture. *Carol Hurd Green*

EN 502 Abbey Theatre Summer Workshop (Summer: 6)

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1. *Philip T. O'Leary*

EN 506 (HS 417) Politics and Literature of Irish Independence 1800-1916 (F: 3)

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish independence. It will pay particular attention to the development of political and literary attitudes and objective historical reality. It will draw upon literary and historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture. *Adele M. Dalsimer*

EN 507 Twentieth Century Irish Fiction (F: 3)

This course comprises a study of the long and short fiction by a variety of important Irish writers (excluding Joyce): John Banville, Samuel Beckett, M. J. Farrell (Molly Keane), Michael McLaverty, Flann O'Brien, Peadar O'Donnell, Kate O'Brien, William Trevor, and others. *Kristin Morrison*

EN 509 Contemporary Drama by Women (S: 3)

In this course we'll look at contemporary plays and performance pieces by women writing from different cultural perspectives. We will pay particular attention to generic experimentation and to the relationship between politics and the drama. Writers will include Caryl Churchill, Maria Irene Fornes, Karen Finley, Cherrie Moraga, Marguerite Duras, Anna Deveare Smith, Holly Hughes, Split Britches, Adrienne Kennedy, and Velina Hasu Houston. *Anne Fleche*

EN 526 Shakespeare: Early Plays (F: 3)

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include selections from his early comedies, histories, and tragedies including *The Comedy of Errors*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *Measure for Measure*, *Richard III*, and *Romeo and Juliet*. *Mary Thomas Crane*

EN 527 (SL 311) General Linguistics (F: 3)

See description in the Slavic Department.

EN 529 Shakespeare: Later Plays (S: 3)

In this course we will read a selection of Shakespeare's Jacobean plays. The syllabus is likely to include plays selected from among his tragedies and romances including the following: *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Anthony and Cleopatra*, *The Winter's Tale*, and *The Tempest*. *Mary Thomas Crane*

EN 532 Reading Poetry as Writers (S: 3)

Students will read a wide range of poetry (renaissance to contemporary), from the perspective of practicing writers. The goal of the course will be to understand not only the thematic content of the poetry, but to gain insights about the formal choices that poets face, and the prosodic devices they employ, such as meter (or free verse), verse form, voice, image register, diction, and tone. Students will do some analytical writing as well as write poems in the forms and modes they study. *Suzanne M. Matson*

EN 533 British Novels of the 18th Century (S: 3)

This course explores the origins and early development of what has become the dominant modern literary form: the novel. We consider such issues as the novelty of genre and its ties to previous forms of discourse, tensions between histori-

cal/social realism and imaginative artifice, interactions of moral, aesthetic, and cultural values and norms. Our texts are major works from the first century of British novels, by such authors as Defoe, Richardson, Fielding, Sterne, Radcliffe, and Austen. *Robert L. Chibka*

EN 561 Classics of Fiction (F: 3)

A detailed analysis of *Emma*, *Great Expectations*, *The Sound and the Fury* and *Women in Love*. *Joseph A. Longo*

EN 577 Writing Workshop: Poetry (F: 3)

The course will provide an introduction to poetry writing as a discipline and craft by encouraging students to practice writing in a variety of metrical verse forms as well as free verse modes. Students' own poems, from both open and directed writing assignments, will become the main text for this workshop, in addition to some models and handouts provided by the instructor for discussion of prosody and technique. The workshop critiques will focus on strategies for revising early drafts, and a chapbook of 10 finished poems will be due from each student at the end of the semester. *Suzanne M. Matson*

EN 579 Writing Workshop: Fiction (F, S: 3)

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since student stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome. Enrollment limited to 15. *Robert L. Chibka*
Elizabeth Graver

EN 593 Advanced Topics in Women's Studies (S: 3)

An interdisciplinary seminar required of those completing the Women's Studies Minor, team-taught by members of the Women's Studies Program. Components usually include work on the history of the Women's Movement and on important contemporary issues in feminism and Women's Studies, as well as a research paper on a topic of the student's choosing. *Marianne LaFrance*
Judith Wilt

EN 598 Irish Heroic Literature and Modern Adaptation (F: 3)

Beginning with a study of the ethos of Irish heroic literature in its historical and cultural context, this course will then examine the uses, ideological, aesthetic, and personal, to which that material has been put by Irish writers of the past two centuries. Particular attention will be paid to shifting concepts of authenticity and the degree to which various creative artists have either retained, reinterpreted, or reinvented what they perceived to be the essence of their original. Among writers to be studied will be Standish James O'Grady, W. B. Yeats, Lady Gregory, J. M. Synge, Patrick Pearse, James Joyce, James Stephens, Eimar O'Duffy, Flann O'Brien, Austin Clarke, and Seamus Heaney. *Philip T. O'Leary*

EN 599 Undergraduate Reading and Research (F: 3-S: 3)*By arrangement.**The Department***EN 603 (HS 665) Seminar in College Teaching: Women's Studies (F, S: 3)**

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss weekly assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminism.

*Ellen Friedman***EN 615 Advanced Fiction Writing Workshop (F, S: 3)**

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since student stories are texts for class discussion, a generous willingness to respond to other's writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome. Enrollment limited to 15. Admission by permission of instructor only.

Robert Chibka
Elizabeth Graver

EN 617 Advanced Poetry Workshop (S: 3)

This is a workshop designed for those who already have some experience writing poetry, and who wish to work intensively on matters of craft and revision. Students will produce roughly one poem a week, and critique each other's drafts in group discussion. Assigned reading and exercises. Admission by writing sample only.

*Suzanne M. Matson***EN 626 American Studies Seminar: American Culture in Contemporary Nonfiction (F: 3)**

Since the early 1980s, many analysts agree, the gap between rich and poor, white and non-white, has only widened. This course will explore the effects of this divergence on the politics of contemporary elite and mass culture. In a sense our central concern will be how American culture talks to itself across the divide. Our vehicle for this exploration will be reading, and then imitation of, nonfiction writers.

*Christopher P. Wilson***EN 638 Seminar: Eighteenth-Century Comic Constructions (S: 3)**

Examining a variety of dramatic comedies and comic novels written between 1660 and 1790, this course will explore questions about how generic constraints, expectations, and innovations shape representations of social life and ways in which framing a comic world can display, challenge, contain, or occlude social/cultural complacences and anxieties. Along with short readings in comic theory, we will proceed by close scrutiny of works by playwrights and novelists such as Etherege, Behn, Congreve, Centlivre, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, and Sheridan.

*Robert L. Chibka***EN 650 Seminar: Early American Fiction and Nonfiction (S: 3)**

This course seeks to discover contexts for antebellum fiction by reading novels and short stories in relation to contemporary nonfiction. Starting with the 1790 and working with the American Periodical Series, we will read sentimental and Gothic fiction by writers like Susanna Rowson and Charles Brockden Brown along with periodical essays on courtship, marriage, insanity and crime. With this foundation, we will move on to study the work of such controversial novelists/editors as Lydia Maria Child and Edgar Allan Poe. Although the course has no formal prerequisites, students should bring to it some knowledge of early American literature or history.

*Paul Lewis***EN 653 The Great Transition: From Traditional to Free Verse (F: 3)**

A seminar exploring the great transition from traditional to free verse, from the great metrical poetry of the late Victorians to free verse of the early modernists. Key Victorian and modernist poets will be studied, in so far as they represent important historical moments in the development of the new verse form. Browning, Tennyson, Arnold, Hardy, Hopkins and others; then Pound, Eliot, Stevens, Williams and others.

*E. Dennis Taylor***EN 654 Junior Research Seminar: Contemporary Literary and Cultural Theory (F: 3)**

This seminar is meant to offer juniors (and perhaps a sophomore or two) who are thinking seriously about writing an honors thesis exposure to a variety of theoretical positions that might be useful in shaping the thesis no matter what the particular writer(s), periods, or topic of that thesis may eventually be and at least will sharpen critical thinking. It will also enable prospective writers of a senior thesis to get acquainted with each other as well as to encounter thesis ideas that other members of the seminar are entertaining. Ideally, the course will help to establish a sense of community among potential thesis-writing students interested in current literary and cultural issues.

After a brief segment on deconstruction, this course will spend several weeks on psychoanalytic theory (Freud, Kristeva, Lacan). We will also take up gender and queer theory (Butler, de Lauretis, Fuss), along with post-colonial (Fanon, Bhabha) theory, all of which has a psychoanalytic slant. Marxist theorists will then be included; Foucault, a (if not the) leading critic, will play a major role toward the end of the semester.

*Frances L. Restuccia***EN 655 Capstone: Narratives of Selfhood (F: 3)**

In this Capstone course, we will read and discuss autobiographical texts, considering ways in which various writers have used memory joined to the act of composition in order to discover shape and meaning in their lives. Students will reflect on and write about how they have been formed and influenced by factors such as their family relationships, their economic and cultural backgrounds, their religious and academic training, and the larger, shared contexts of social change, geography, and current or historical events.

*Suzanne M. Matson***EN 699 Old English (S: 3)**

A survey of English literature from the beginnings to 1066. The language will be learned while selected prose texts are read; followed by a number of poetic masterpieces such as *Battle of Brunanburh*, *Battle of Maldon*, *Judith*, *Wanderer*, *Seafarer*, *Wife's Lament*. Other poems, including *Beowulf*, may be dealt with partly or wholly in translation.

Richard Schrader

F I N E A R T S

FACULTY

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

John Michalczyk, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

John Steczynski, *Professor*; Chairperson of the Department; B.F.A., Notre Dame University; M.F.A., Yale University

Josephine von Henneberg, *Professor*; Doctor in Letters, University of Rome

Elizabeth G. Awalt, *Associate Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Jeffery W. Howe, *Associate Professor*; A.B., Carleton College; Ph.D., Northwestern University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Nancy Netzer, *Associate Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Andrew Tavarelli, *Visiting Artist and Adjunct Associate Professor*; B.A., Queens College



PROGRAM DESCRIPTION

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in filmmaking, film history, and film criticism is also provided by the Department. Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual environment created by humans over the course of time. The Departmental courses provide a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art. These include careers in teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their Department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages; especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

- FA 101 Art from Prehistoric Times to the High Middle Ages, FA 102 Art from the Renaissance to Modern Times (6 credits), FA 103–104 Art History Workshop (2 courses) ordinarily to be completed by the end of the sophomore year.
- Seven additional courses of which four must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least *one* course must be chosen from each of the following periods:

Ancient Art
Medieval Art
Renaissance through Eighteenth Century Art
Nineteenth and Twentieth Century Art

- FA 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the junior or senior year. This course may be counted as one of the seven courses listed in section 2 above.

Double Majors in the Department must fulfill all requirements for *both* majors.

Studio Art

The Studio Art major provides students with a genuine opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials.

An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program. The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, conservation, art therapy, publishing or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

- FS 101, 102, 103 Foundations of Studio Art: Drawing, Painting, Sculpture (9 credits)
- FA 101 Art from Prehistoric Times to the High Middle Ages, FA 102 Art from the Renaissance to Modern Times (6 credits)
- FS 300 Major's Studio: Juniors and Seniors
- FS 498 Senior Project

A minimum of five additional FS courses, at least one of which must be over 300. Students must have taken at least 4 semesters of work relating to their senior project prior to their senior year.

- Portfolio reviews are required in the second semester of the sophomore and junior years.
- In addition to the required courses, the following are recommended: FA 257–258 Modern Art; FA 355 From Gauguin to Dali; FA 361 Issues in Contemporary Art.
- Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

COURSE OFFERINGS

Art History

FA 101 Art from Prehistoric Times to the High Middle Ages (F: 3)

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. In the first semester, the major monuments in the history of art will be discussed in their historical and cultural context beginning with Paleolithic cave art through the art of the medieval period.

This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and study of significant works of art in greater Boston. (Art from the Renaissance to Modern Times is taught in FA 102 in the spring.) *Core credit.*

*Pamela Berger
Kenneth Craig*

FA 102 Art from the Renaissance to Modern Times (S: 3)

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. In this course the major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston. (Paleolithic through medieval art is taught in FA 101 in the fall.) *Core credit.*

*Kenneth Craig
Jeffery Howe*

FA 103-104 Art History Workshop (F: 3-S: 3)

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity. This is a required course for art history majors.

Aileen Callahan

FA 107 History of Architecture (F: 3)

The evolution of architectural styles in the Western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles. This course may be taken for *Core credit*.

Josephine von Henneberg

FA 108 Great Art Capitals of Europe (S: 3)

This course is for artists, art lovers, urbanists and travelers. It deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities, art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city. The growth of each city will be traced and the historic styles that shaped it defined. This course may be taken for *Core credit*.

Not open to students who have taken FA 101 or FA 102.

*Pamela Berger
Josephine von Henneberg*

FA 109 Aspects of Art (F, S: 3)

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as a historical sequence of works and styles and replace this with a method based on concepts. This should result in another means of comparison and evaluation that will prove as valuable as the more traditional modes. This course may be taken for *Core credit*.

Not open to students who have taken FA 101, FA 102, or FA 108.

Charles Colbert

FA 175 Asian Art Survey (F: 3)

This is a survey of Far Eastern art from ancient times to the present, designed to provide a broad historical and cultural framework. Major monuments, important stylistic trends, and basic terminology and iconography will be emphasized. This course may be taken for *Core credit*.

Norma Jean Calderwood

FA 211-212 (CL 212-213) Art of the Ancient Mediterranean World (F: 3-S: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land and Mesopotamia, to the fall of the western Roman Empire in about 480. Cities, sacred areas, palaces, and buildings for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages. The fall term will begin with Egypt and Mesopotamia and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire. The spring term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire.

Cornelius Vermeule

FA 221 Early Medieval Art (F: 3)

This course treats the Early Medieval period in Western Europe. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and the wall paintings will be studied with the intention of giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages.

Pamela Berger

FA 222 Art of the Later Medieval World (S: 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows will be treated.

Pamela Berger

FA 231 Arts of the Italian Renaissance: Quattrocento (F: 3)

This course will survey developments in art from the fourteenth to the fifteenth century. Painting, sculpture and architecture will be considered, and their developments followed in Florence and other artistic centers in Central and Northern Italy. Artists to be studied will include, among others, Giotto, Masaccio, Donatello, Ghiberti, Brunelleschi, Alberti, Botticelli, and Leonardo. This course may be taken for *Core credit*.

Josephine von Henneberg

FA 232 Northern Renaissance Art (F: 3)

This course will examine painting in the Netherlands and in Germany in the 15th and 16th centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role. We will also study the influences of the Reformation on the visual arts in the North.

Kenneth Craig

FA 251 Modern Architecture (S: 3)

This course is about the evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F.L. Wright, Gropius, Mies van der Rohe, Le Corbusier. This course may be taken for *Core credit*.

Katherine Nabum

FA 256 Impressionism and Neo-Impressionism (F: 3)

This course focuses on the development of Impressionism and Neo-Impressionism in France, from Monet to Van Gogh. After a study of the intellectual and artistic roots of these trends, the style and subject matter of individual artists, as well as their relation to the social and political history of the time, will be considered. In addition, attention is paid to how the interpretation of Impressionism and Neo-Impressionism has evolved since the later nineteenth century.

The Department

FA 257-258 Modern Art: 19th and 20th Centuries (F: 3-S: 3)

This course is an introduction to art in the Western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment that helped shape it while being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impressionism. Artists studied in the first segment include David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art. Artists covered include Van Gogh, Matisse, Picasso, Brancusi, Duchamp, and Pollock. This course may be taken for *Core credit*.

*Jeffery Howe
The Department*

FA 263 Arts in America (F: 3)

The objective of this course is to introduce the student to the social, philosophical and formal currents that have contributed to the art of this century. Beginning with the last generation of the nineteenth century, encompassing such figures as Winslow Homer, Thomas Eakins, and Mary Cassatt, we will trace the evolution of the visual arts in this century up to the present. Somewhat greater emphasis will be given to the work done after World War II, when American artists began to make their most revolutionary statements. Subjects to be considered will include the Ash Can School, Dada, Abstract Expressionism, Pop Art and Post Modernism.

Charles Colbert

FA 267 From Salt-Box to Skyscraper: Architecture in America 17th-20th Centuries (S: 3)

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course may be taken for *Core credit*.

Jeffery Howe

FA 276 Islamic Art (S: 3)

In 800 years the religion of Muhammad had spread through force from Arabia to Central Asia and India in the east and to Spain and Africa in the west. Islamic art soon followed, first under the strong influence of the Greco-Rome world, then adopting instead the brilliant Eastern motifs of Byzantium and China to express its own concepts.

Norma Jean Calderwood

FA 285-286 Nineteenth and Twentieth Century Photographic History (F, S: 3)

This course is a survey of photographic imagery and technology from 1839 until the present day in France, England and the United States. Beginning with the period from 1839 to turn-of-the-century Pictorialism, this course emphasizes trends, themes and major developments, and discusses the cross-influences between photography and painting. The course continues with an overview of the contributions of Pictorialism and will show the evolution from Straight Photography to modern-day photography. The major photographers and developments of art photography will be the basis for the course, but documentary photography and photojournalism will also be covered. Readings will focus on 20th century photographic criticism.

The Department

FA 311 Greek Art and Archaeology (F: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan Crete and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments. Special topics will include the following: the disappearance of the Minoans, the physical evidence of the Trojan War, the religious sanctuaries of ancient Greece, Phidias and the High Classical style at Athens.

Kenneth Craig

FA 327 Early Medieval Art in Ireland and Britain (F: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The High Renaissance was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 341 Age of Durer (S: 3)

This course will study painting and printmaking in Germany and the Netherlands in the sixteenth century. We will consider the works of masters like Durer, Holbein, Bosch, and Bruegel, among others, attempting to see their works in the context of the great religious and social upheaval of the Reformation.

Kenneth Craig

FA 342 Age of Rembrandt (S: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes

and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

Kenneth Craig

FA 347 Age of Baroque (F: 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, found its highest expression in the Italian masters such as Caravaggio, the Carracci, Bernini, and Borromini. Their powerful works influenced all of Europe and profoundly changed the face of the city of Rome. This course will discuss the painting, sculpture, and architecture that was produced in Italy in the seventeenth century as well as the historical environment that nurtured it with particular emphasis on Rome.

Josephine von Henneberg

FA 361 Issues in Contemporary Art (S: 3)

This course looks at developments in art since 1960, including pop art, minimalism, conceptual art, earthworks, performance and installation art, and public art. Among the topics to be discussed are the relationship between art and audience, and between art and the art market; artistic identity and its relationship to ethnic and sexual identity; the significance of the terms modernism and post-modernism, and recent trends in literary theory (such as post-structuralism and deconstruction). The course includes a bus trip to New York City.

The Department

FA 362 American Landscape Painting (S: 3)

From the outset, Europeans who landed on these shores were confronted with the task of giving meaning to the "howling wilderness" they were endeavoring to settle. This issue only became more urgent as the young nation surged westward under the aegis of manifest destiny. By virtue of their ability to give specific form to these visions, artists became an integral part of the campaign. This course will concentrate on the aesthetic and social factors that endowed landscape painting with a particular importance for a civilization that sought to define itself in terms of its environment rather than its traditions. Some of the painters we will consider include Thomas Cole, Frederick Church, Winslow Homer, the American Impressionists, and Edward Hopper. The poetry and prose of Bryant, Emerson, Whitman, and Thoreau will also be reviewed.

Charles Colbert

FA 364 (HS 238) Arts in American History (S: 3)

An interdisciplinary investigation of the representation of history in art, and the role of art as a part of history. The team-taught course will focus on American art and history from the Civil War to the present. Concepts of history as well as concepts of art and style changed significantly during this time period. One of the standard approaches of studying art is to place it in a historical context, but this context cannot speak for itself, and must be interpreted. Similarly, art is often used to provide evidence in historical essays, but careful attention to the internal developments of art history is required to fully understand its significance. By combining faculty from the departments of history and fine arts, we hope to elu-

cide the problems of using art as a historical document.

Jeffery Howe

FA 401 Seminar in Art Historical Research (F: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Jeffery Howe

FA 403-404 Independent Work (F, S: 3)

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

The Department

FA 453 Psychoanalytic Approach to Art (F: 3)

How can art be approached psychoanalytically? The focus of this seminar will be on such late 19th century artists as Manet, Gauguin, Cezanne and Van Gogh, and those psychoanalytic ideas that have been and have yet to be applied to art. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to art's historical context, iconography and the evolution of style, in which the content and formal values of art have been ignored. We will explore how the formal means of the artist might be psychoanalytically interpreted.

Katherine Nabum

FA 499 Scholar of the College (F, S: 3)

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. Candidates must have at least a 3.3 average; they apply through the Department Chairperson, with the approval of a faculty supervisor, and are selected by the Dean. They usually take two upper-division electives in each semester of their senior year and have the rest of their time to work independently on their projects. Application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's office for a full description of the requirements.

The Department

Film Studies**FA 181 History of European Film (F: 3)**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. This course may be taken for *Core credit*.

John Michalczyk

FA 280 History of American Film I: The Early Years (F: 3)

A consideration of the social, artistic, technological, and economic foundation of the American film industry leads to the study of several of the most important American films, as well as key directors such as Chaplin and Griffith. Several non-American films will be used to illustrate mutual influences.

Richard A. Blake, S.J.

FA 281 History of American Film II: The Studio Years (S: 3)

The films of several key directors of the 1940's and 1950's—Ford, Welles, Hawks, Huston—will be used to show the development of the sound

film as a significant art form of the mid-century. The films will be considered in their social context and with reference to their non-American counterparts.

Richard A. Blake, S.J.

FA 282 Political Fiction Film (S: 3)

In war and peace, political fiction film has often served as a dramatic means to deliver an ideological message. Using action and suspense, this type of film can entertain while provoking an audience to accept a specific cause. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915), a film accused of promoting racism and glorifying the Ku Klux Klan. During World War II with such popular films as *Casablanca*, Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) has provided a new impetus to the genre by combining thriller elements with a non-conventional political perspective. Features such as *Silkwood*, *Norma Rae* and *All the President's Men* reflect this engaging combination of elements. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

John Michalczuk

FA 380 Latin American Cinema (S: 3)

This course will focus on contemporary film of Latin American countries from Mexico to Chile and from Argentina to Cuba. It will study diverse issues of these countries such as poverty, unemployment, colonialism, and political oppression as they impact upon human relationships. Original independent films as well as literary adaptations such as *Kiss of the Spider Woman* will be an integral part of the course. These films will stand in strong contrast to the traditional and stereotypical image of Latin America as fabricated by Hollywood.

John Michalczuk

FA 381 Propaganda Film (F: 3)

From its very birth in 1895 cinema has been used internationally as a "celluloid weapon." This course provides, on one hand, an analysis of approximately ten films and the parallel literary works of socio-political nature to support this fact, and on the other hand, the context of the myths that yield these films: Communism/anti-Communism, Fascism/anti-Fascism.

John Michalczuk

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.

Pamela Berger

Studio Art (including Film and Photography)

FS 100 Visual Thinking (F, S: 3)

This is a studio art course that encourages entry level and advanced students to grapple with questions about the nature of art and the creative pro-

cess. By exploring the relationship between seeing, thinking, and making, students arrive at a fuller, more confident understanding of visual language and the nature of the visual world. Although students explore and problem solve with a variety of art materials and processes, the course requires minimal technical facility. By stressing the conceptual aspect of visual thinking, the course will allay fears ("I can't draw") which block students from considering studio art as a serious option. This course incorporates historical components and writing assignments; it may be taken for Core. *Lab fee required.*

Debra Weisberg

FS 101 Drawing I: Foundations (F, S: 3)

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments; it may be taken for Core credit. *Lab fee required.*

Mary Armstrong

Lei Sanne Doo

Mary Sherman

Michael Mulhern

Andrew Tavarrelli

The Department

FS 102 Painting I: Foundations (F, S: 3)

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in class as well as at home. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments; it may be taken for Core credit. *Lab fee required.*

Mary Armstrong

Alston Conley

Lei Sanne Doo

The Department

FS 141-142 Ceramics I-Ceramics II (F, S: 3)

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques. *Lab fee required.*

Mark Cooper

FS 161 Photography I (F, S: 3)

This course is an introduction to black and white photography. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary photographers, critiques of student work, and darkroom demonstrations. Emphasis will be placed on helping each student realize a

personal way of seeing. Students will have weekly shooting and printing assignments. *Lab fee required.*

Karl Baden

Charles Meyer

Sharon Sabin

FS 167 Documentary Photography (F, S: 3)

Prerequisite: Communications major or permission of the instructor

This course is a basic introduction to black and white photography with particular emphasis on the many traditions and uses of the documentary strategies as vehicles to communicate complex social and political issues. In addition to presenting the basics (principals of exposure, film development, printmaking, and presentation), class time will be devoted to presenting the work of historical and contemporary society. Students should be prepared to develop their own ideas and to work in series. *Lab fee required.*

Charles Meyer

FS 171 Filmmaking I (F, S: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting, and editing are included. The course is also about film as a form of expression and communication. A class for beginners. Equipment is provided. *Lab fee required.*

Cindy Kleine

FS 203 Drawing II: Perspective and Tone (F: 3)

Prerequisite: FS 101 or permission of the instructor

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media. *Lab fee required.*

Stephanie Kay

FS 204 Drawing III: Introduction to the Figure (S: 3)

Prerequisite: FS 203 or permission of the instructor

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged. *Lab fee required.*

Stephanie Kay

FS 223-224 Painting II—Painting III (F: 3-S: 3)

Prerequisites: FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques, and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Mary Armstrong

FS 225 Watercolor I (F: 3)

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still

life, the figure and landscape, critiques and slide presentations. Previous drawing experience is recommended. *Lab fee required.*

Andrew Tavarelli

FS 226 Colored Works on Paper (S: 3)

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed. *Lab fee required.*

Andrew Tavarelli

FS 243 Ceramics III (F: 3)

Stress is placed on the use of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside class on specific projects. *Lab fee required.*

Mark Cooper

FS 261 Photography II (F, S: 3)

Prerequisite: FS 161 or permission of the instructor

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships among light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work; for presenting historical and contemporary movements in photography and the development of a visual literacy; and for demonstrating photographic processes and equipment. Students are expected to produce work in a series and to present a final portfolio. *Lab fee required.*

Charles Meyer

FS 267 Experimental Photography (S: 3)

Prerequisite: FS 161 or permission of the instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside class will be expected. *Lab fee required.*

Karl Baden

FS 273 Filmmaking II (S: 3)

Prerequisite: Filmmaking I or permission of the instructor

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided. *Lab fee required.*

Cindy Kleine

FS 300 Majors' Studio: Juniors and Seniors (S: 3)

This is a required course for studio majors. It is designed to promote a sense of artistic community through the in-depth investigation of art issues and an exchange of ideas and points of view. Discussions, critical readings, critiques of student work, museum and gallery visits, and student and faculty slide talks will provide the basis of the course. The instructor and students will decide upon the relevant issues to be considered. A portfolio of work will be developed by the student over the course of the semester and will be the basis for grading. *Lab fee required.*

Mary Armstrong

FS 301-302 Drawing IV: Figure-Drawing V: Figure (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition. *Lab fee required.*

Mary Sherman

FS 323 Painting IV: Landscape (F: 3)

Prerequisites: FS 223-224 or permission of the instructor

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local landscape and these paintings will serve as source material for large-scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally. *Lab fee required.*

Andrew Tavarelli

FS 324 Painting V: Figure (S: 3)

Prerequisites: FS 223-224 or permission of the instructor

The objective of this advanced painting course, is to introduce the student to the concept of extracting and abstracting images from life most notably from the figure. During the first portion of the semester, students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional figurative imagery, culled from photographs and media imagery, into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly. *Lab fee required.*

Andrew Tavarelli

FS 385-386 Independent Work I, II (F: 3-S: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 485-486 Independent Work III, IV (F: 3-S: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 498 Senior Project (F: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

Andrew Tavarelli

FS 499 Senior Seminar: The Artist's Journal (S: 3)

Prerequisite: For Studio Art majors only, or with the permission of the instructor

An advanced course that rotates among the full-time studio faculty, using each person and her/his expertise as a resource for an in-depth exploration of a designated focus. Inquire at the departmental office for the current teacher and focus.

Mary Sherman

GEOLOGY AND GEOPHYSICS

FACULTY

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; Chairperson of the Department; A.B., Colgate University; A.M., Ph.D., Harvard University

Benno M. Brenninkmeyer, *Associate Professor*; A.B., Boston College; Ph.D., University of Southern California

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

David C. Roy, *Associate Professor*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

David P. Lesmes, *Assistant Professor*; B.A., University of California, San Diego; Ph.D., Texas A&M University



PROGRAM DESCRIPTION

An undergraduate in the Department of Geology and Geophysics may develop a major program in Geology, Geophysics, a combination of Geology and Geophysics, or the Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. It is recognized that students may wish to major or to have a concentration in the earth sciences for a variety of reasons including (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphases are on the composition, structure and history of the earth, and for others investigations are aimed at understanding geologic processes and the modifications of materials they produce.

Recently, environmental concerns about pollution and shortages of energy, clean water, and other natural resources have introduced exciting new fields of investigation to the science. The earth scientist of today has the choice of working in the field or in ultra-modern computer-

equipped laboratories. The number and complexity of problems addressed by geologists, geophysicists and geo-environmentalists will only increase in the future; thus, students choosing to work in these areas can look forward to exciting and rewarding careers.

Any major in the Department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon (1) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; (2) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the Departmental Director of Undergraduate Studies.

Environmental Geosciences Major

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies. Students concentrating in Environmental Geosciences should work out their programs closely with a Departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of 10 courses in the Department of Geology and Geophysics, no more than four of which may be at the 100 level. (A) These courses must include Environmental Geosciences I (GE 167); Introduction to Geology and Geophysics I with laboratory (GE 132-133); Earth Materials with laboratory (GE 220-221) and Environmental Geology with laboratory (GE 250-251). GE 115, GE 180 or GE 197 plus laboratory GE 133 may substitute for GE 132-133. (B) Two courses from among the following: Environmental Geosciences II (GE 168); Introduction to Geology and Geophysics II (GE 134); Oceanography I and II (GE 157 and GE 160); Geoscience and Public Policy (GE 187); Geologic Hazards, Landslides and Earthquakes (GE 143); Weather, Climate and Environment (GE 172); Radiation, Environment and Society (GE 195); Mineralogy (GE 200). (C) At least two courses from among the following: Environmental Hydrology (GE 297); Geochemistry (GE 302); Geological Computing and Graphics (GE 325); River and Lake Environments (GE 400); Characterization, Remediation and Long Term Monitoring for Hazardous Waste Sites (GE 410); Geotechnology (GE 475); Internship and Seminar in Environ-

mental Geosciences (GE 510); Seminar in Environmental Geoscience (GE 542); Geographical Information Systems (GIS) (GE 792). Alternatives or additions to this list may be requested from the Departmental Director of Undergraduate Studies. (D) Two elective courses. These electives may include courses in the Department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the Department, approved by the Departmental Director of Undergraduate Studies, such as Environmental Law (PO 307); Environmental Biology (BI 209); Coastal Field Biology (BI 443); or Environmental Economics (EC 378). (E) A year of another laboratory science in Chemistry, Physics, or Biology. Students are also encouraged to take additional courses in Mathematics (Calculus), Chemistry, Physics and Biology. One semester of a laboratory science in addition to E above or Calculus, MT 101 or MT 103 may be counted as one of the electives in D above. Students are also advised that other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to and approval by the Departmental Director of Undergraduate Studies.

Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and II with laboratory (GE 132-133 and GE 134-135), Earth Materials (GE 220), Mineralogy (GE 200), Structural Geology I and II (GE 285 and GE 385), Petrology (GE 272), Stratigraphy and Sedimentation (GE 264), and at least two additional electives (with a minimum of one numbered 300 or above) in the Department to bring the total number of Departmental courses to 10. Also, a minimum of two semesters of Calculus, MT 102 and MT 103 or their near equivalent (e.g., MT 100-101 and MT 200), two semesters of Physics using Calculus (PH 209-210 or PH 211-212) and two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118) are required. The Department strongly advises that mathematics through MT 305 be taken, as well as a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Department electives upon written approval of the Departmental Director of Undergraduate Studies prior to taking the field course. Elective courses both within and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies.

Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: (A) Introduction to Geology and Geophysics I and II with labora-

tory (GE 132-133 and GE 134-135), Earth Materials (GE 220), Structural Geology I (GE 285). (B) Take 4 courses chosen from the following list, at least 2 of which must be in Geophysics: Mineralogy (GE 200), Petrology (GE 272), Structural Geology II (GE 385), Environmental Geophysics I or II (GE 424 or GE 426), Engineering Geology (GE 470), Introduction to Geophysics (GE 391), Hydrogeology (GE 418), Chemistry of Natural Water Systems (GE 484), Geophysical Data Processing (GE 572), Physics of the Earth (GE 672). (C) Three additional electives, approved in advance by the student's advisor, in Departmental courses numbered 400 or above or in advanced courses in Physics or Mathematics beyond those required below. (Note: May be fulfilled by a combination of courses such as two advanced Departmental courses and one advanced physics course, etc.). Thus, 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are the following: one year of Chemistry with laboratory (CH 109-110 or CH 117-118), Calculus through MT 305 (usually MT 102, 103, 202, and 305), and Introduction to Physics with Calculus (PH 209-210 or PH 211-212). Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the Department should be determined by the student and his or her advisor. A geological or geophysical summer field camp may be substituted for one of the courses in (B) above. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies.

Geology-Geophysics Major

This major combines elements of both programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

Students majoring in Geology-Geophysics will take the following courses: (A) Introduction to Geology and Geophysics I and II with laboratory (GE 132-133 and GE 134-135), Earth Materials (GE 220), Structural Geology I (GE 285), Stratigraphy and Sedimentation (GE 264), Hydrogeology (GE 418), and Environmental Geophysics I (GE 424). (B) Three courses from the following list with at least one in geophysics, approved by the student's advisor: Mineralogy (GE 200), Petrology (GE 272), Structural Geology II (GE 385), Introduction to Geophysics (GE 391), Environmental Geophysics I and II (GE 424 and GE 426), Chemistry of Natural Water Systems (GE 484), Engineering Geology (GE 470), Geotechnology (GE 475), Geophysical Data Processing (GE 572), Physics of the Earth (GE 672) and Geographical Information Systems (GE 792). (C) Outside science requirements for the Geology-Geophysics major include two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118), Calculus through MT 305 (usually MT 102, 103, 202, and 305), and Introduction to Physics with Calculus (PH 209-210 or 211-212). Courses in computer science and a summer field geology course are highly recommended in the elective program as is a senior year research project. Students should plan their programs in

consultation with their advisors. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies.

Cooperative Program

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of these courses is available in the Departmental office.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from the main campus, is an interdisciplinary research facility of the Department and a center for research in the fields of geophysics, geology and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a twenty-station regional seismic network that records data on earthquakes in the Northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas.

Core Program

Core course offerings in the Department reflect the view that the Earth is our home. The uniqueness of our planet requires that we consider the implications of our actions to the environment, whether they are the discharge of pollutants, the use of petroleum and other natural resources, or the uses to which we devote the land. The physical, chemical and biological factors of our planetary home are complex and affect all of us, some in a direct and immediate fashion; others in indirect and more long-term ways. The courses we offer include a variety of subjects. This variety of courses provides considerable choice and all presume no prior knowledge of the earth sciences. They are designed to acquaint the introductory student with some exciting portion of the world we live on, while also providing a background in the methods of reasoning common to all science.

COURSE OFFERINGS

The following courses are intended to fulfill the Natural Science Core requirement and have no prerequisites. An asterisk (*) after a course title indicates that a course carries a laboratory fee.

Core Courses

GE 115 Planet Earth I* (F: 3-S: 3)

An introduction to the concepts and processes of our only home and its environment, planet Earth. In addition to lectures, simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology. One two-hour A-T session (GE 116) and two one-hour lectures per week.

E.G. Bombolakis

GE 125 Planet Earth II* (S: 3)

A sequel to GE 115, this course will explore the development of planet Earth, with special attention to North America and the United States, and the history of evolutionary development of life forms that have inhabited its surface through time. One two-hour Audio-Tutorial exercise (GE 126) and two one-hour lectures per week. GE 115 is not a prerequisite for this course.

James W. Skehan, S.J.

GE 132 Introduction to Geology and Geophysics I* (F: 4)

An introduction to the important geological and geophysical processes operating on and within the earth. Intended for geology, geophysics, and environmental geosciences majors but also open to majors in other sciences and other A&S students wishing a more advanced course than GE 115-125. Topics include the origin of the earth, minerals and rocks, fossils and the relative geologic time scale, characteristics of mountain ranges and an understanding of theories of plate tectonics.

Laboratory (GE 133) is required. Laboratory exercises include mineral and rock identification and the interpretation of geologic maps. Geological field trips are planned.

David C. Roy

GE 134 Introduction to Geology and Geophysics II* (S: 4)

A continuation of GE 132, with an emphasis on the geophysical aspects of the earth. Topics include the following: seismology, the earth's magnetic field, the earth's gravitational field, and plate tectonics. May be taken without GE 132 with permission of instructor. Fulfills Core science requirement. Laboratory (GE 135) is required and stresses practical, hands-on, experience with various instruments and techniques.

Alan Kafka

GE 143 Geologic Hazards, Landslides, and Earthquakes (S: 3)

The origin of common types of earth material and several land form features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C., more recent disasters such as the Vient dam disaster and the Alaskan earthquake, and the prediction of earthquakes in California and the eastern United States.

E.G. Bombolakis

GE 146 Origin and Evolution of Life on Earth (F: 4)

This course traces the origin and evolution of life on planet Earth, demonstrating the interconnected nature of life and the environment through time. Beginning with the study of the origins of life, we examine the fossil and geological evidence for the development of the major groups of organisms on Earth. The biological side focuses on Darwinian evolution, the origin and extinction of species, and process and pattern in evolution. Major evolutionary events, like the extinction of the dinosaurs, are studied in light of their relation to the physical evolution and historical changes occurring on the planet throughout its 4.6 billion year history. Earth history is also linked to changes in the chemical composition of the atmosphere and oceans. The study of environmental evolution leads to a deeper understanding of the

modern environment and the ecological basis upon which it is sustained. The course has 3 hours of lecture and a discussion/laboratory (GE 147).

Paul Strother

GE 150 Astronomy (S: 3)

Astronomy is a classic science dating from the very beginnings of recorded history and has been influential in the development of philosophical and religious ideas. Modern astronomy uses a complex array of sophisticated tools that present an exciting world of discoveries and ever-changing views of our universe. The focus of this course will be for the student to gain a broad understanding of astronomy as a science, of its fundamental concepts, and in the research areas of today. The course includes telescope observations, naked eye observations, use of Internet resources, and if possible, a visit to an observatory.

Andrew Lazarewicz

GE 157-160 Oceanography I and II* (F: 3-S: 3)

This is a non-mathematical discovery of the environments of the world's oceans and coast lines. Topics examined include the following: a history of the growth of ocean basins, a description of the land forms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents. The second semester emphasizes the evolution, ecology and physical processes of beaches, coral reefs, estuaries, and deltas—areas where the ocean meets land, as well as the animals and plants that live in both the deep and shallow waters as well as at the water's edge. Our effect upon and benefits from each of these environments and ecological niches is stressed.

Two one-hour lectures and laboratory (GE 158 and GE 161) and one optional demonstration, film and/or discussion each week. Second semester can be taken without the first semester.

The Department

GE 167 Environmental Geosciences I: Resources and Pollution (F: 3)

Technology and population growth are increasingly causing us to alter our planet at rates much faster than the thousands-to-millions of years of geologic time that the Earth commonly needs to recover from our use and abuse. Multimedia-enhanced lectures will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its resources. The focus will be on issues in geology that are critical to the future of our civilization and that place limits, in many cases, on what we must do now and how to plan for a sustainable future. Topics discussed include population, future water supplies, urban/industrial pollution of air and water, acid rain, ozone depletion, and the energy supplied to us from coal, oil and nuclear power. Topics will be particularly geared for the non-science major, with the purpose of objectively providing all students with information relevant to public debate and an informed citizenry. Three 50-minute lectures per week.

Judith Hepburn

GE 168 Environmental Geosciences II: Earth Processes and Risks (S: 3)

Geologic processes operate on and within the Earth without regard to the humans that inhabit its surface. This course is about living with the

hazards and risks of the geological environment, including our efforts to assess, predict and mitigate these risks through early warning systems, improved construction and engineering practices. It will examine how these geologic processes work and ways in which human alterations to natural systems have sometimes enhanced our vulnerability to malevolent geologic forces. Topics include earthquakes, volcanoes, landslides, river and coastal processes/flooding, severe storms, natural and anthropogenic climate change, asteroid impact, biodiversity loss, and mass extinctions that are known from the geologic past. Three multimedia-enhanced 50-minute lectures per week.

Judith Hepburn

GE 172 Weather, Climate and the Environment (F: 4)

The earth's atmosphere is a dynamic system, causing weather changes on a daily basis, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and historic analogs. The effects of ocean temperatures, El Nino, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects such as the greenhouse effect and ozone holes are explored. Two 75-minute lectures and one discussion/laboratory (GE 173) per week.

John Ebel

GE 177 Cosmos (F: 3)

We are in the process of exploring the Solar System and beyond. The results of recent manned and unmanned space programs, including Apollo (moon), Viking (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn, Uranus, Neptune), Magellan (Venus) and Galileo (Jupiter) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the solar system. The question of life on other planets, particularly Mars, will be discussed. Throughout the course, the fundamentals of how science works will be emphasized. Lectures will be supplemented by various films, slides and selected portions of videotape from the *Cosmos* series.

J. Christopher Hepburn

GE 180 Earth Science* (F: 3)

This course introduces the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in our solar system. Topics include the following: the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, the oceans, the atmosphere, and the solar system. Two one-hour lectures and one two-hour laboratory session (GE 181) per week. Although open to all students as a science Core course, the course is particularly relevant for students in the School of Education who are interested in teaching at the elementary or high school level.

Alan Kafka

GE 187 Geoscience and Public Policy (S: 3)

We are confronted daily with news of environmental problems that cannot be fully understood without a basic understanding of scientific principles. In this course, students will explore case studies that demonstrate the role of the earth sciences in public policy making. For each case study, the students will be introduced to the underlying scientific concepts relevant to the problem being addressed. With this scientific foundation, we will discuss how scientific findings are used in the public policy decision making process. The course will also cover how scientists and policy makers apply the concepts of probability and statistics in their work. Students will write essays on public policy issues in which an understanding of some aspect of the earth sciences plays a major role. Examples of topics for case studies are the following: petroleum exploration and public policy, global warming, the ozone problem, recycling, earthquake hazards and nuclear power plants, and the role of seismology in monitoring nuclear test ban treaties.

Alan Kafka

GE 197 The Dynamic Earth (S: 3)

This course focuses on the following issues: the dynamism of the earth as reflected in the drifting of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind.

David C. Roy

Major Courses

The following courses are designed for majors in the Department or majors in other sciences. Some courses have prerequisites, others do not. All, however, may be taken by students who seek elective credit.

GE 220 Earth Materials* (S: 4)

Prerequisites: GE 132-133 or equivalent

Designed to acquaint majors in the Department with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, metamorphic, and sedimentary processes are investigated to develop the classifications of these groups of rocks. Lastly, the weathering of rocks at the Earth's surface and the formation and classification of soils will be discussed. Laboratory (GE 221), where students get hands-on experience classifying the various rocks and minerals, is required.

The Department

GE 250 Environmental Geology* (S: 4)

Prerequisites: GE 132-133 or equivalent

The surficial environment and the geological processes of the earth will be examined in some detail. Our influence on and alteration of these processes and environment will be emphasized. Specifically, pollution as it affects the surface water, ground water, the ocean, or the atmosphere will be studied. The problems of waste disposal as well as mineral and energy development will be analyzed. Some of the legal implications of our actions and reactions to the problems and processes of the environment will be discussed. This course is intended for Environmental Geoscience majors and others interested in an intensified

course. Laboratory (GE 251), where actual data collection and analysis by methods similar to those used in the environmental industry, is required.

The Department

GE 264 Stratigraphy and Sedimentation* (S: 4)

Prerequisites: GE 132-133

This course deals with the processes that produce sediment, deposit that sediment into layers, and organize the layers into sedimentary sequences. Sedimentary sequences can be produced in a wide variety of depositional environments. These sequences also provide a history of deposition and erosion at the depositional site and in many cases events in that history can be dated using fossils, radiometric techniques, and paleomagnetism. Since these sequences are commonly studied long after they have formed, it is necessary to develop skills in stratigraphic analysis that lead to an understanding of the evolution of the environments of deposition at the site and correlates this history with that in other places. This course will emphasize physical stratigraphy and will also cover the petrology of sediments and sedimentary rocks. A laboratory (GE 265) and associated field trips are required.

David C. Roy

GE 285 Structural Geology I: Field Aspects* (F: 4)

Prerequisites: GE 132-133

Structural geology is an understanding of the mechanics and forms of deformation that have affected rock bodies during and following their formation. Since these rock bodies, especially in mountains belts, have commonly been multiply deformed under differing confining pressures and temperatures, there may be several superimposed deformational features that can be seen in outcrops. In addition, metamorphism of the rocks may have occurred simultaneously with the deformational events thus producing one or more mineral-alignment fabrics within the rock body. The goal of this course is the development of skills in the structural analysis of rock bodies as seen in outcrops, or small areas, to gain an understanding of the geometries, sequencing, and kinematics of deformational features. In the required laboratory (GE 286), students will conduct one-day field analyses and submit reports on the results; a two-hour recitation session is scheduled during the week to work on problem sets or field work.

David C. Roy/James W. Skehan, S.J.

GE 297 Environmental Hydrology (F: 3)

Prerequisites: GE 132-133 or equivalent

An introduction to hydrological processes on and near the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in ground water hydrology and the environment will be stressed.

Dale Weiss

GE 325 Geologic Computing and Computer Graphing (S: 3)

The focus of this course is on applications of desktop workstations to solutions of problems in earth science disciplines. Solution strategies will include effective data management, data processing, statistical and graphical analysis. *The Department*

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (S: 3)

Prerequisites: GE 132, MT 100-101 or equivalent

A survey of the techniques currently available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites according to the extent and type of contamination will be defined and quantified. The remediation techniques currently in use for cleaning up contaminated soils and bedrock will be discussed. Technologies currently in use for remediation will be evaluated for their technical soundness and cost effectiveness. In many cases, valid techniques for cleanup exist but are cost prohibitive. Long term monitoring of remediated sites, as well as characterized sites that must be remediated, will be discussed. Criteria for assessing the completeness of remediation will be presented.

The course will consist of lectures, student presentations of case studies, and field trips to sites undergoing environmental characterization and remediation.

Randolph Martin III

GE 418 Hydrogeology (S: 3)

Prerequisites: CH 109-110, MT 102-103, PH 209-210 or 211-212 (may be taken concurrently)

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization. Includes laboratory demonstrations and computer exercises.

David Lesmes

GE 424 Environmental Geophysics I (F: 4)

Prerequisites: MT 102-103, PH 209-210 or 211-212 or permission of instructor

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include the following: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar and seismic refraction and reflection. In this course students will conduct geophysical investigations of selected field sites. Relevant lectures will be given on field methodology, instrumentation, theory, and interpretation. Discussion/Laboratory (GE 425) is a corequisite for this course.

David Lesmes

GE 426 Environmental Geophysics II (S: 4)

Prerequisites: MT 102-103, PH 209-210 or 211-212

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing and presentation of seismic refraction and reflection data. Discussion/Laboratory (GE 427) is a

corequisite for this course that is an introduction to seismic field and interpretation techniques.

John Ebel

GE 470 Engineering Geology (F: 3)

Prerequisites: GE 132-134 or equivalent, PH 209-210 and CH 109-110

This course deals with the kinds of behavior of sands, silts, clays, and rocks commonly encountered in engineering and environmental problems. These problems include ground settlement, quick sand conditions, sand liquefaction, slope stability, retaining wall failures, quick clog failures, and classic large-scale failures such as the Teton Dam disaster.

E.G. Bombolakis

GE 475 Geotechnology (S: 3)

Prerequisites: GE 418, MT 202 and Microcomputer use or permission of the instructor. It is expected that the students have familiarity with the use of an IBM-PC or compatible microcomputer. It is not required to know computer programming. Each one of the aspects of the course is covered by the use of a computer program.

This is the second course that is designed to introduce students to the field of Geotechnical Engineering. This course focuses on the following aspects of soil mechanics: stress distribution, 1-D Settlement Analysis, 1-D Time Rate Settlement (Consolidation theory), Bearing Capacity of Shallow Foundations and Slope Stability Analysis. The analytical basis and assumptions for each one of these subjects is presented. Example problems are described.

Alfredo Urzua

GE 510 Internship and Seminar in Environmental Geosciences (F: 3)

Prerequisite: Permission of instructor

This seminar is provided for qualified upper-division undergraduates and graduate students serving as interns in industry, in government, or in non-profit organizations during the semester or the previous summer. The subject of the project and the activities of the internship must be approved in advance by the instructor prior to enrollment, and a final report or other suitable documentation of the results of the internship will be due at the end of the semester. Students will meet, at least every other week, with the instructor and other interns to report on the nature and progress of their intern activities. Internships will be sought by the Department, but suitable internships obtained by students may be submitted to the instructor for approval. In some semesters the seminar may involve a group project on some environmental topic suggested by an outside organization or developed by the instructor.

Charles M. Spooner

GE 539 Coastal Geology (F: 3)

Prerequisites: GE 132, 134, MT 200-201 or MT 202 or equivalent

This course reviews the processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines, sea level changes, beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

The Department

GE 542 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (S: 3)

Through guest lecturers, expert in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

Charles M. Spooner

GE 572 Geophysical Data Processing (F: 3)

Prerequisites: MT 201 or 202, PH 211-212, and background in computer programming, or permission of instructor.

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

Alan Kafka

GE 596 Reading and Research in Environmental Geology (F: 3-S: 3)

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing Departmental honors theses.

The Department

GE 597 Reading and Research in Geology (F: 3-S: 3)

An independent study of some problem or area of knowledge in geology under the direction of a faculty member. Also to be used for undergraduate students doing Departmental honors theses.

The Department

GE 598 Reading and Research in Geophysics (F: 3-S: 3)

An independent study of some problem or area of knowledge in geophysics under the direction of a faculty member. Also to be used for undergraduate students doing Departmental honors theses.

The Department

GE 599 Scholar of the College (F: 3, 6-S: 3, 6)

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for students qualifying for the University Scholar of the College honors program.

The Department

GE 612 Rock Physics (F: 3)

Prerequisite: Consent of instructor

An introduction to the physical and chemical properties of rocks and soils. The focus of the course is on how the microscopic properties of rock-soil systems affect macroscopic geologic processes and geophysical observations. The course is aimed at advanced geology and geophysics students with interests in the following areas: environmental and geotechnical fields, petroleum and mineral explorations, and remote sensing.

The lectures and a weekly laboratory will cover both theoretical and experimental aspects of the subject.

David Lesmes

GE 635 Groundwater Modeling (F: 3)

Prerequisites: Knowledge of 2nd year Calculus, Introductory Physics, Fortran (or any other computer language), and some experience with an IBM personal computer or consent of the instructor.

Topics in this lecture course will include a review of the fundamental principles of groundwater flow; finite difference method as applied to steady state and transient flow problems; and introduction to the finite element method as applied to steady state and transient flow problems. Microcomputer versions of MODFLOW, AQUIFEM and FLOWNET are introduced.

Alfredo Urzua

GE 792 Applications of Geographical Information Systems (GIS) (S: 3)

Geographical Information Systems (GIS) is an integrated software environment that has two parts: information handling (data management) for both information organization and retrieval, and a second part that allows visual display of data in a graphical form on a map (geographical coordinate system). This course is designed to give students a working knowledge and a practical experience in applying computers in their studies and/or research. An introduction and overview of Geographic Information Systems (GIS) along with extensive practical experience will be the primary focus of this course. Special significance will be given to application of GIS to geological and geophysical studies with particular emphasis on data integration, spatial RDBMS, and powerful graphics output capabilities of GIS. ARC/INFO is particularly designed to handle data and information related to mapping (geological and geophysical maps, land use, and even marketing). Many of the assignments will use maps. Complementing the introduction and overview will be in-depth training using graphics, workstations, and terminals.

The Department

The following additional elective courses are offered by the Department on an every other or every third year basis.

GE 200 Mineralogy

GE 270 Petrology

GE 302 Geochemistry

GE 330 Principles of Paleontology

GE 385 Structural Geology II

GE 391 Introduction to Geophysics

GE 400 River and Lake Environments

GE 484 Chemistry of Natural Water Systems

GE 523 Phase Equilibria

GE 526 Igneous Petrology

GE 528 Metamorphic Petrology

GE 530 Marine Geology

GE 543 Plate Tectonics and Mountain Belts

GE 660 Introduction to Seismology

GE 661 Theoretical Seismology

GE 662 Gcomagnetism

GE 668 Inverse Theory in Geophysics

GE 672 Physics of the Earth

GE 690 Tectonics of the Appalachian Orogen

GE 790 Seminar in Environmental Geology

GE 794 Seminar in Geology

GE 795 Seminar in Geophysics

GERMANIC STUDIES

FACULTY

Christoph Eykman, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Michael Resler, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Assistant Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University



PROGRAM DESCRIPTION

The German major aims to prepare students not only for further study, but also for a professional life which is enhanced through a knowledge of German language, history and culture.

Major Requirements (12 courses):

- 2 (GM 210-202): German Composition and Conversation
- 2 (GM 210-211): History of German Literature
- 4 Courses in German literature or culture
- 2 Courses in subjects related to German culture, for example:
- FA 341 The Age of Dürer
- HS 443 Contemporary Germany
- MU 290 Wagner
- PL 455 Kierkegaard and Nietzsche
- TH 460 The Holocaust

(or others subject to departmental approval)

- 2 Elective courses either in German literature (in German or in English translation) or in a second foreign language

Note for students with transfer credits:

Of the twelve semester courses, a minimum of four courses beyond Composition and Conversation (i.e., a least four upper-level literature or culture courses) must be taken within the Germanic Studies Department at Boston College.

The Minor in German Studies

The minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with a broad, yet in-depth understanding of the various contributions which German-speaking civilization has made—from the early Middle Ages up to the present—to the development of the Western world. Among the disciplines that may be studied are the literature, art, music, history, theology, and philosophy of the German world.

For specific requirements of the German Studies minor, see the "Minors" section in the College of Arts and Sciences section of this Catalog.

COURSE OFFERINGS

GM 001-002 German A (Elementary) (F: 3-S: 3)

This course surveys the fundamentals of German grammar and vocabulary. It includes practice in listening comprehension, speaking in everyday situations, and exercises in reading and in elementary German composition. Auditors must register.

The Department

GM 050-051 Intermediate German (F: 3-S: 3)

Prerequisite: GM 001-002 or its equivalent

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

The Department

GM 063 Humanism in German Literature (in English Translation) (F: 3)

This course fulfills the Literature Core Requirement but can also be taken by German majors or minors. It will focus on perennial themes such as civilization, tolerance, time, life, death, crime, the image of man, and the role of the scientist. Works discussed in the course include the following: G. E. Lessing, *Nathan the Wise*, Sigmund Freud, *Civilization and its Discontents*, Thomas Mann, *The Magic Mountain*, Friedrich Dürrenmatt, *The Physicists*, and essays by Max Scheler, Ernst Cassirer and Hans Enzensberger. Auditors must register.

Christoph Eykman

GM 201-202 German Composition and Conversation (F: 3-S: 3)

Prerequisite: GM 050-051 or its equivalent

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. A required course for German majors. Auditors must register.

Christoph Eykman

GM 210-211 History of German Literature (F: 3-S: 3)

Prerequisite: GM 050-051 (with an honor grade), or its equivalent

An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. A required course for German majors.

Rachel Freudenburg

GM 223 Contemporary German Short Fiction (S: 3)

A close analysis of selected recent and contemporary short stories by German, Austrian, and Swiss authors such as Heinrich Böll, Siegfried Lenz, Peter Handke, Reiner Kunze, Thomas Bernhard and others. The stories will be discussed in the context of 20th century German political and cultural history. Texts and lectures are in German.

Discussions, papers and exams are in English or German. Auditors must register.

Christoph Eykman

GM 238 Die Lieder Walthers von der Vogelweide (F: 3)

Prerequisite: Four semesters of college German (with a grade of B+ or higher) or the equivalent

A study of the High Middle Ages in Germany as evoked in the songs of the greatest medieval German lyric poet, Walther von der Vogelweide. Among the topics that we will address are the following: faith, Christianity and the Crusades; conflict between church and state; political and societal turmoil; and the eternal yearning for human fulfillment. In addition, a major focus of the course will be on Walther's varying views of human sensuality as seen in his love poetry. We will also examine Walther's profound influence on his contemporaries, and we will explore traces of his influence on later generations of Germans. Conducted in German.

Michael Resler

GM 240 (EN 304) King Arthur in German Literature (S: 3)

A study—in English translation—of the literature centering on the most popular and enduring of all medieval legendary figures. We will begin by examining some of the early texts from which the Arthurian mythology took root, and which contributed to the eventual spreading into Germany of the tales of King Arthur and the knights of the Round Table. The course will then turn its central focus toward a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries. No knowledge of German is required.

Michael Resler

GM 290 Advanced Reading in German

Prerequisite: GM 050-05 or the equivalent

This course will sharpen students skills in reading advanced texts in German. It is designed to serve as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts to be read will be taken from a wide spectrum of sources: the German press, university life, the Internet, scholarly writing and literature. The course counts toward the major in Germanic Studies and the minor in German Studies. It is recommended for students planning to study abroad and is also open to graduate students planning to conduct research in the German language, whether in this country or abroad.

The Department

GM 299 Reading and Research

The course includes supervised readings within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the Chairperson. *By arrangement.*

The Department

Other courses in the Department's repertory, offered on a non-periodic basis, include the following:

- GM 203 Introduction to Reading German Prose
- GM 213 Masterpieces of Contemporary German Literature
- GM 215 German Romanticism
- GM 217 German Literature: The Classical Period
- GM 219 German Lyric Poetry through Goethe
- GM 220 Goethe and Schiller
- GM 222 The German Novelle from Kleist to Kafka
- GM 225 German Literature of the 19th Century
- GM 230 German Drama of the 19th Century
- GM 231 German Expressionism (1910-1925)
- GM 232 Nietzsche's *Also sprach Zarathustra*
- GM 235 Modern German Drama
- GM 237 20th Century German Poetry
- GM 239 Knights, Castles and Dragons: German Literature of the High Middle Ages
- GM 242 Germany Divided and Reunited
- GM 246 Heinrich Böll and the Post-War German Novel (in translation)
- GM 247 German Exile Writers against Hitler
- GM 250 The German War Novel
- GM 271 Thomas Mann
- GM 279 Brecht and Kafka
- GM 310 Mittelhochdeutsch

H I S T O R Y

FACULTY

Thomas H. O'Connor, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

Andrew Bunie, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

James E. Cronin, *Professor*; Chairperson of the Department; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Radu R. Florescu, *Professor*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Raymond T. McNally, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Lawrence Wolff, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Silas H. L. Wu, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Robin Fleming, *Associate Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Ellen G. Friedman, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

R. Alan Lawson, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Deborah Levenson-Estrada, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

Roberta Manning, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

Rev. Francis J. Murphy, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Thomas W. Perry, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Carol M. Petillo, *Associate Professor*; Director of Graduate Studies; A.B., Montclair State College; A.M., Ph.D., Rutgers University

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Mrinalini Sinha, *Associate Professor*; M.A., Jawaharlal Nehru University; M.A., Ph.D., S.U.N.Y.

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

L. Scott Van Doren, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

Marilynn S. Johnson, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Cynthia Lysterly, *Assistant Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Matthew Restall, *Assistant Professor*; B.A., Oxford University; M.A., Ph.D., University of California, Los Angeles



PROGRAM DESCRIPTION

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and for careers in various international organizations, in journalism, in business, or in teaching at the elementary, secondary, or college levels.

In addition to the two-semester university core sequence in modern history (selected from courses numbered HS 001 through HS 094), a history major is required to take a two-semester sequence in American Civilization (HS 181-182).

Students planning to major in history are encouraged to take European history in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements, they will have acquired the prerequisites for most elective courses in junior and senior years. Note that a score of 4 or 5 on the advanced placement test in European History fulfills the two-semester university Core requirement in history, and a similar score on the A.P. test in American History fulfills the two-semester American Civilization requirement.

In addition to the prescribed courses listed above, the history major is required to complete eight additional courses, including: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); two courses in non-Western history; and three advanced electives (HS 301–699). Note that some advanced electives also satisfy the non-Western requirement. At least three of the electives—including two of the advanced electives—must be in a field approved by the History Department advisor. For a list of possible fields, please consult the Advisement Booklet for History Majors.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Foreign Study Office or see Professors Dalsimer and O'Neill of the English and History Departments.

In order to facilitate the introduction of research techniques the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor and then receive the permission of the Director of Undergraduate Studies. No more than two (2) courses completed in this fashion will count towards the history major.

The University Core requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001–002 to HS 093–094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to French Revolution) and one on the second (French Revolution to present).

All History Core courses cover a broad sweep of time. Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes which the entire world has since experienced, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West, but the world as a whole. Each History Core course, although covering common themes and a common period of time, emphasizes the

special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and West-Asian history all teach in the Core, courses vary considerably in the material they cover. Students are urged to read the descriptions of each of the department's Core offerings, and predicate their choice on the particular emphasis of each class.

The following shared topics are covered in each History Core course:

First semester: The Italian and Northern Renaissance; The Reformation, and Counter-Reformation; Exploration, Trade, and Slavery; The Development of the Bureaucratic State; International Relations and Warfare; The Scientific Revolution and the Enlightenment; The Development of Capitalism; Political Revolutions; Social Structures and Gender.

Second semester: The Legacy of the French Revolution; Modern Political Ideologies; Nationalism; Modern Thought and Culture; The Development of Modern Industry; Imperialism, Colonialism and Racism; The Russian Revolution and the World Wars; The Depression and Fascism; The Cold War and Decolonization; Social Structures and Gender.

Because all of these courses are designed as thematic units, students should continue in the same class for the entire year; but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order; the first half must be completed before enrolling in the second. Students are strongly urged to fulfill the history Core requirement in their freshman year or, at the latest, during their sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their history Core before embarking on such studies.

All of the Core history courses numbered HS 005–006 through HS 067–068 consist of large classes taught by a team of professors (either jointly or splitting the year between them). All Core classes meet twice each week for lectures and a third time in groups of 15–20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 001–002 is an intensive small class designed for Honors students, HS 079–080 and HS 081–082 are taught in small classes (35 students). HS 087–088 is taught in French as part of the Immersion Program. Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their history Core courses out of the usual semester pattern. As noted above, the history Core requirement is a two-semester sequence; students must complete the first half of the sequence (covering material from 1500 to 1789) before enrolling in the second half of the

sequence (covering material from 1789 to the present). In other words, a student must complete an odd-numbered Core course before enrolling in an even-numbered Core continuation.

COURSE OFFERINGS

HS 001–002 Institutional and Cultural History of Modern Europe (F: 3–S: 3)

This intensive course is designed for honor students (whether major or non-major) who are interested in tracing the evolution of Western society to the present day. It presents an interpretation of the broad lines of historical development since about 1500. Though mainly focused on Western Europe, it argues that the expansion of European power and influence that began in the sixteenth century and continues to this very day makes knowledge of these European developments essential to an understanding of the non-European world as well. Emphasis will be placed on interrelationships between the world of ideas and the arts on one hand, and the political, social and institutional stresses and changes that followed.

In the first semester, major topics will include the rise of absolute bureaucratic nation-states, the organization of society and of work in the Old Regime, and the rising pressure for change and reform in the 18th century. The second semester will begin with an examination of the major ideologies produced in the 19th century, including industrialism, conservatism, romanticism, liberalism, socialism, communism, Social Darwinism and imperialism. The latter part of the semester then traces the collapse of these ideologies in two major wars and the diplomatic antagonisms called the Cold War. The course ends with a picture of contemporary western society.

Thomas Perry/John Heineman

HS 005–006 Social and Economic Development of Modern Europe (F: 3–S: 3)

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. We will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the urbanization and industrialization of Europe, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism, the causes and consequences of wars and revolutions, and the impact of social and economic changes on the West.

The Department/Paul Spagnoli

HS 011–012 Political and Social History of Modern Europe (F: 3–S: 3)

This course will survey the major developments in Europe from the Renaissance to the collapse of the Soviet Union in 1989. Emphasis will be placed upon social and cultural developments, particularly as seen through overseas expansion and the formation of the modern state.

The Department

HS 015–016 Cultural History of Modern Europe (F: 3–S: 3)

This course examines the interactions of the persons, ideas, institutions, and movements that have

shaped the European experience from the Renaissance through the Reconstruction of Europe after World War II. The special emphasis during the first semester will be on the Renaissance, and the Reformation, the discoveries of explorers and scientists, and the Enlightenment.

Rev. Francis Murphy

HS 019-020 Political and Intellectual History of Modern Europe (F: 3-S: 3)

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in-depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and 18th century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era.

Virginia Reinburg/Raymond T. McNally

HS 023-024 Social and Cultural History of Modern Europe (F: 3-S: 3)

This course surveys the evolution of western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference.

Peter Weiler/James Cronin

HS 027-028 Political and Cultural History of Modern Europe (F: 3-S: 3)

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole.

Alan Reinerman

HS 031-032 Europe and the Atlantic Community (F: 3-S: 3)

This course is a study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution.

Alan Rogers/Paul Breines

HS 045-046 Social and Political Evolution of Modern Europe (F: 3-S: 3)

This is a study of European social and political history from 1500 to the present. Special emphasis will be placed on nation-building, European expansion, alternate economic systems, the role of the lower classes, the impact of military technology, the persecution of minority groups, the revolt of the colonies, and the changing position of women.

Ellen Frieduan/Roberta Manning

HS 051-052 Europe in Eurasia, 1500 to the Present (F: 3-S: 3)

This course explores the ways in which Europe has related to the rest of Eurasia, particularly, the Middle East, the Indian Subcontinent, and China and Japan. Of central importance is the rise of north-west Eurasia to dominance of the modern world system. The course will be broadly structured around two major themes: the transformation of the world system in response to Eurasian developments and the effect that the changes in this power relationship have had upon the politics of class, race, religion, gender, and nationality. This perspective will help us recast some of the well-known topics that form the traditional so-called European history curriculum by taking an approach that attempts to avoid the assumptions of a dominant elite and Eurocentricity. By integrating lessons drawn from study of the modern world-system, we will examine anew such topics as the rise of modern state authority, the challenge of Ottoman power, the disintegration of Christian unity, the complex implications of the rise of science, European expansion, the Enlightenment project, the French Revolution, the causes of the first Industrial Revolution, the socialist challenge, the rise and fall of the new imperialism, nationalism, and counter-nationalism, the world wars, fascism, the welfare state, the rise and fall of the Cold War, and the emergence of a new international order.

Benjamin Braude/Mrinalini Sinha

HS 059-060 Rise of Europe: East/West (F: 3-S: 3)

Today the oil wealth of the Middle East seems to threaten the West—such a fear is not completely new. In 1500, Europe also trembled before the power of a Middle Eastern power, the Ottoman Empire. Over the centuries Europe built a resilient system of states, introduced scientific and technological innovations, fostered economic growth, and expanded its territory overseas. By the beginning of the twentieth century Europe was all-powerful. What have been the factors behind Europe's rise to power during this early period? What has undermined Europe subsequently?

John Rosser/The Department

HS 067-068 Europe and the Americas (F: 3-S: 3)

The fall course runs from the 1490s to the 1790s and is a survey of the rise of capitalism and colonialism and their impact (economic, social, and cultural) upon Europeans and Latin Americans (Indigenous, Iberian, and African). This includes coverage of the rise of the Portuguese, Spanish, Dutch, and English empires, the Atlantic slave trade, and the revolutions in England, France, and their American colonies. The period is viewed as a prolonged revolution in ideas—religious, political, intellectual, scientific, economic, and cultural and their representation in attitudes, institutions, and events. The continuation of these ideas in the modern period is examined by the spring course, which covers the 1790s to the 1990s, emphasizing the growth of nation-states in Europe, Latin America, and the Caribbean; emancipation and immigration; the continued expansion of the capitalist world system and Europe's empires; the rise of fascism and socialism; and the impact of the

Cold War upon Europe, Latin America, and the Caribbean.

Matthew Restall/Deborah Levenson-Estrada

HS 079-080 Africa's World in the Age of Western Ascendancy (F: 3-S: 3)

This course examines modern world history from an African vantage point. Because of the importance of European contacts with Africa after 1400, telling Africa's story of necessity involves telling Europe's, i.e., explaining how and why Europeans were able to have such a formidable effect on Africa (as well as on the rest of the world). Africa's story is also closely linked to the Americas and Asia through migration, commerce, and exchanges of ideas.

Along with introducing African cultures and reviewing the continent's long-standing relations with the Middle East and with the Indian Ocean basin, the first semester (1400-1800) explores how Africans responded to their new contacts with Europeans, examining the consequences of the Atlantic slave trade in Africa and the establishment of African peoples and cultures in the Americas. The course shows how these centuries were a period of African development as well as exploitation.

During the second semester (1800-present) the motives and means by which European industrial and commercial expansion led to the colonial conquest of Africa receive major attention, but the course also stresses the importance of internal African events, such as the Zulu revolution in southern Africa, the Islamic revolutions in West Africa, and resistance to European imperialism. Africa's external relations with the Americas, India, China, and other parts of the world are examined, including African American resettlement in West Africa, Gandhi's protest movement in southern Africa, the expansion of world religions and ideologies, and the meaning for Africans of twentieth-century liberation movements. Significant attention is given to the internal and external circumstances that led to Africans regaining their independence and rejoining the world community of nations during the second half of the twentieth century.

David Northrup

HS 081-082 Europe Since 1500 (F: 3-S: 3)

This two-semester survey examines the development of European life and culture from the Renaissance. The first semester will end at the French Revolution, while the second semester will continue the story to the contemporary world.

The Department

HS 087-088 Europe Since 1500 (F: 3-S: 3)

This two-semester survey is given in French.

Radu Florescu

HS 093 Europe 1500 to 1789 (S: 3)

This is a reverse sequence section of the Core. This is the first half of the history Core, although taught in the second semester.

The Department

HS 094 Europe 1789 to the Present (F: 3)

This second part of the two-semester history Core sequence is offered in the fall term, and is designed for students who have completed the first half of the Core (any odd-numbered history Core course), and who wish to continue their history Core in the fall term.

The Department

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the Core (HS 001–002 through HS 094). Most of the following electives, though taught as year long courses, may be taken for one semester only. Students should consult the Department or the individual professor for advice.

HS 111 The War in Vietnam (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

After a brief survey of Vietnamese history with particular emphasis on the French colonial period, this course will examine U.S. involvement in Vietnam from 1945 to 1975. It will use as its central core the thirteen-part PBS series on Vietnam, one segment of which will be shown during one class period each week. Lectures will be topical and include discussions of political and religious elites in South Vietnam, the distinctions between post-colonial nationalism and international communism, differences in leadership styles and their implications, this war compared to other U.S. wars, draft-resistance and desertion, anti-war activism in the U.S. and the literature and art of the war. Guest lecturers will occasionally appear.

Carol Petillo

HS 130 History of Boston (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

Andrew Bunie

HS 138 Modern Fiction, Early Modern History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Modern novelists, playwrights, and filmmakers have often chosen subjects drawn from the early modern period of European history. Usually the subjects of such period pieces were selected not only from an inherent dramatic interest but because it was believed that the issues presented are relevant for our own time. Course lectures will set the historical context of the subject of each novel, play and film. Discussions will place each work in that context and examine what seem to have been the twentieth-century concerns of the authors and filmmakers in their ways of presenting episodes from the distant past. Readings and films will include *Seventh Seal*, *Man for All Seasons*, *Return of Martin Guerre*, *Amadeus* and *Danton*.

L. Scott Van Doren

HS 144 World War II: The Last Just War (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

In this course, we shall study, from a half-century historical perspective, the causes and course of the last great world conflagration. The first

third will cover the diplomatic disputes and ambitions that threatened the status quo established by the Paris Peace Treaties in 1919. Included will be specific discussions of plans for the treaty's revision, the inter-war summit conferences, and the goals of the future aggressors. The second third will trace the military course of the war, concentrating on the European theater. The third section will examine the impact of the war, upon the participants and the civilian populations. Here the savagery of the Holocaust will be integrated with the general destruction of European society.

A series of films (documentary and feature length) will form an integral part of the course, and they will be shown on the History Department's channel on the BC TV network.

This course is designed for all students who are interested in understanding the present shape of the world, for many of the issues and problems that we confront are the direct outgrowth of the Second World War.

John L. Heineman

HS 147 History of Horror (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A historical review of the phenomena of horror using film and literature.

Raymond T. McNally

HS 148 (EN 125) (PS 125) (SC 225) Introduction to Feminisms (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

Ellen Friedman

HS 149 (PO 407) Balkan Civilizations (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A study of the non-western historical civilizations of the Balkan nations including Bulgaria, Romania, Greece, Serbia, and Turkey. The course consists of three parts: (1) the first part of the course will deal with early Slavic and Turkish history with an emphasis on differing languages, cultures, and ethnicities. (2) The second part will cover the religious and intellectual aspects of the modern history of these non-western nations, especially the influences of Eastern Orthodox Christianity and Islam. (3) The third part of the course will analyze nation-building and the current political problems, especially ethnic and religious conflicts in the Balkan states.

Raymond T. McNally

HS 153 History of China (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of Chinese history from the Classical Age to the present with emphasis on ideas and institutions and with attention also to social, political, and international developments.

Silas Wu

HS 154 History of Modern Japan (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of modern Japanese history from the 17th century to the present. Major subjects include the legacy of the Tokugawa era, the Meiji Restoration, rise of ultra nationalism and militarism, World War II, occupation and post-war recovery, as well as Japan's status and problems as a super economic power.

Silas Wu

HS 181–182 American Civilization (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. This course, which is based on a sound foundation of the framework of American history, will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

The Department

HS 181.01–182.01 American Civilization

This section of the two-semester American Civilization sequence will be taught using the twice-a-week large lecture, once-a-week small discussion group format. As in the other sections of this course, the focus will not only be on providing students with insights into the institutions and ideas on which our society is built but also on making students more familiar with the outlook and techniques of the historical profession.

Cynthia Lyerly/Marilynn Johnson

HS 208 Middle East in the Twentieth Century (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe. This course should help you understand the origins of the disputes that have arisen in the region and gain a sense of how recent history may affect future developments.

Benjamin Braude

HS 217 History of Transylvania (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

For the student of history Transylvania is of particular interest for its Central and East European cultural, economic, and social cross currents. In antiquity Transylvania had been a transitional zone between the Thracian and Roman worlds: its first inhabitants, the ancestors of the present-day Romanians, underwent the impact of many eastern migrations, yet they managed to maintain their Latin identity. During the Middle Ages, the region lay at the forefront of the anti-Ottoman crusade as part of the historical Hungarian Kingdom of St. Stephen. In terms of culture, Transylvania was profoundly influenced by the twin currents of both Renaissance and Reformation, as well as the Enlightenment. The ideals of the Enlightenment found an echo in Transylvania among the have-nots even before the French

Revolution of 1789, and Romanian nationalism traced its cultural Latinist origins back to Transylvania. During the 19th century and particularly after the establishment of the Austro-Hungarian Dual Monarchy in 1867, Transylvania became one of the main reasons for Romania's participation in the First World War on the side of the Triple Entente. At the end of World War I, Transylvania was joined again with the other traditionally Romanian lands to form part of modern-day Romania. The way in which American travelers, many from Massachusetts, have described Transylvania will also be discussed.

Radu Florescu

HS 222 France in the Twentieth Century (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The focus of the course will center upon twentieth century France's changing perception of her own national requirements, both domestically and diplomatically. The profound impact of World War I, the disarray of the interwar years, the impact of the Fall of France, Vichy, and the Liberation will prepare the way for the study of contemporary France from De Gaulle to Mitterand, from declining world power to dynamic European Community member.

Rev. Francis Murphy

HS 223 The Politics of the Boston Irish (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A study of the influence of the Irish on Boston politics, starting with the formation of American political parties in the early 19th century and extending into recent developments of the late 20th century. Special focus will be placed on how the unique Boston environment shaped the political personality of the Irish, and how the Irish, in turn, transformed the political character of Boston.

Thomas O'Connor

HS 224 Historical Archeology (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.

John Rosser

HS 227 Plagues and Outcasts: Leprosy to AIDS (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will deal with the appearance, spread, and impact of epidemics from the leprosy scourge of the Middle Ages to the modern AIDS epidemic. It will consider the effects of epidemics on the economy, demography, social relationships, popular attitudes, religion, and institutions of the period, the way in which civil, ecclesiastical and medical authorities attempted to cope with these health emergencies, and medical and popular interpretations of disease and epidemic. Although the focus of the course will be primarily on epidemics in Europe, for the twentieth cen-

tury it will include the United States and the rest of the Western Hemisphere.

Ellen Friedman

HS 238 (FA 364) Art and History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An interdisciplinary investigation of the representation of history in art, and the role of art as a part of history. The team-taught course will focus on American art and history from the Civil War to the present. Concepts of history as well as concepts of art and style changed significantly during this time period. One of the standard approaches to studying art is to place it in a historical context, but this context cannot speak for itself, and must be interpreted. Similarly, art is often used to provide evidence in historical essays, but careful attention to the internal developments of art history is required to fully understand its significance. By combining faculty from the departments of History and Fine Arts, we hope to elucidate the problems of using art as a historical document. Oscar Wilde insisted that "Life imitates art," and our goal is to study the interrelationship between the writing of history and artistic representation.

Jeffrey Howe

Alan Lawson

HS 242 France: From the Black Death to the Sun King (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of French history from the 1340s to 1715 which will concentrate upon the following: the effects of the Black Death and Hundred Years War; the fifteenth century recovery; the "Spider King" and the new monarchy; rural and urban social patterns; the impact of the Italian Wars; the French Renaissance and Reformation; civil wars under the last Valois; the Parisian metropolis; colonialism and mercantilism; Bourbon absolutism; foreign policy and domestic unrest under the Cardinal Ministers; government and society under Louis XIV; Versailles and the Baroque court of the "Sun King."

L. Scott Van Doren

HS 251 (BK 270) Black and Green: The Boston Experience (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine the historical origin, migration paths, and Boston experience of the Black and Irish communities of Boston. Emphasis will be placed on shared social and cultural factors and the forces that have hindered cooperation and encouraged division within the larger Boston community.

Andrew Bunie/Sandra Sandiford

HS 253 Law and American Society (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.

Mark Gelfand

HS 259 A History of the American Environment (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The study of America's physical being from colonial settling to the present, examining the changes made ecologically to our public/private land and water. America imagined itself as bountiful and limitless in resources. Over time, reality has set in to show a nation ecologically in turmoil. Areas and issues studied include clearing the land, the impact of urbanization and suburbanization, transportation, American manufacturing from giant to rust belt, environmental protectors (e.g., Rachel Carson, John Muir), preserving national sites, and environmental racism.

Andrew Bunie

HS 261 The Fall of Rome, The Birth of Europe (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society that, after overcoming its setbacks in late medieval times, was to galvanize world history.

The Department

HS 265 Nineteenth Century Russian History Through Literature (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The purpose of this course is to make you familiar with the main aspects of Russian history through a study of great literature. The most recent research concerning specific problems in Russian history will also be presented.

Raymond T. McNally

HS 267 Modern Latin America (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

Deborah Levenson-Estrada

HS 268 Culture, Race, and Social Structure in Colonial Latin America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This class is a survey of three centuries, from the initial Caribbean encounter of Iberian, African, and Indigenous cultures and races, to the birth of Latin America's independent—culturally and racially-mixed nations. The processes of colonial rule, the nature of interaction between social groups (including the relationship between race and class), and the cultural impact of the colonial experience upon all Colonial Latin America's peoples are emphasized. Attention is given to the institutions, cultures, attitudes, and

fortunes of Spaniards and Portuguese; Aztecs, Mayas, and Incas; and African slaves—thereby revealing the roles played in colonial society by a wide variety of peoples, from an African slave on a Brazilian sugar plantation to a Spanish high society woman in Lima to the black and indigenous workers in an Ecuadorian tannery to an Aztec nobleman in Mexico City. Satisfies the Cultural Diversity Core Requirement.

Matthew Restall

HS 271 History of Poland (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of Polish history from the Middle Ages to the 20th century, with special attention to the Commonwealth in the Early Modern period, that is, from the Union of Poland and Lithuania in 1569 until the final partition of 1795. The main themes would be Poland's extraordinary political constitution before the partitions, the crucial experience of political non-existence after the partitions, Poland's fateful international geographic position between Germany and Russia, the richness of Polish culture and its relation to Poland's political circumstances, and the special role of the Catholic Church in Polish politics and culture throughout Polish history.

Lawrence Wolff

HS 272 (PO 438) Introduction to Russian, Soviet and East European Studies (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course provides the student with the key themes, theories, and approaches necessary for further detailed study of Russia, the USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. *Open to freshmen and sophomores. Upper class students will be admitted with the permission of the instructors.* Students can get credit in either the Political Science or the History department. *For history credit, the History Core is a prerequisite*, but the Core may be taken simultaneously with this course.

Donald Carlisle/Raymond T. McNally

HS 273 Gorbachev, Yeltsin and After (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Whither Russia? Will the world's largest nation revert to Communism or embrace a Nazi-like form of extreme nationalism? Will the now defunct Soviet Union be restored and the Cold War revive? We will seek to answer these and other questions by placing recent developments in the former Soviet Union in historical context. After a brief review of the high (and low) points of Soviet history, we will study the upbringing and early life experiences of the Gorbachev and Yeltsin generation of Russian leaders. We will follow the reform process through Gorbachev's Perestroika, the August 1991 coup d'état, the demise of the Soviet Union in 1992, Yeltsin's freeing of prices, his uncertain efforts at privatization, and his conflict with and then dismissal of the Russian Parliament. We will go on to look at the Russian economic collapse, the October 1993 crisis, and the outcome of recent elections.

We will examine changes in the way Russia is governed under Brezhnev, Gorbachev, and

Yeltsin, alternative approaches to economic reform and the relationship of economic reform to the economic collapse now underway in Russia. We will explore the roots of ethnic conflicts, the revolution in Russian foreign policy, and the impact of the reforms on the opportunities of youth and the position of women. Scholarly works will be supplemented with novels, films and journalism.

Roberta Manning

HS 283-284 (BK 104-105) Afro-American History I, II (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

See description in the Black Studies department.

The Department

HS 290 The Roaring Twenties and the Great Depression (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course examines the period between the two world wars in terms of the themes, preoccupations, and cultural developments that characterized the two decades. Major emphases will be upon the contrast between the political void of the Twenties and activism during the Depression; hero worship; the growth of organized sports; the Harlem Renaissance; the golden age of movies; literary and radical dissent; and the second coming of world war. Because the era was the time of prime development for film, we will resort heavily to that form of imagery.

Alan Lawson

HS 292 The Witch, the Church, and the Law (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

Virginia Reinburg

HS 299 Readings and Research: Independent Study

Prerequisites: Permission of professor and Director of Undergraduate Studies; any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

The Department

Courses numbered HS 300 are open to History majors and are required of majors in the Class of 1995 and thereafter. The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documented material, government documents and to prepare a major research paper.

HS 300.01 The Study and Writing of History: Britain, the U.S. and the Cold War (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Close study of the interaction of Britain and the United States in the first years of the Cold War, 1945-1951, this course will ask students to work with the major published collections of British and American foreign policy documents available in O'Neill Library. After reading and discussing one or two general studies of the period, students will choose specific research topics (e.g., the Marshall Plan, the Korean War, the division of Germany) and spend the rest of the semester analyzing them with the aim of producing a paper based on primary sources.

Peter Weiler

HS 300.10 The Study and Writing of History: The Atlantic Slave Trade (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This course will introduce history majors to the methods and conventions of the discipline of history. Students will learn how to find and to evaluate historical evidence and will explore different historical specializations (demographic, economic, intellectual, political, and social history) through examples chosen from the study of the trade Europeans conducted in African slaves across the Atlantic to the Americas from the sixteenth to the nineteenth century. The class will also explore why good historians often disagree with each other and why the historical interpretation of a subject such as the Atlantic Slave Trade changes over time. The class will review the forms used in historical writing, including conventions for footnoting and the construction of a bibliography.

David Northrup

HS 300.13 The Study and Writing of History: Boston Neighborhoods (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Andrew Bunie

HS 300.16 The Study and Writing of History: Capital Punishment (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Alan Rogers

HS 300.22 The Study and Writing of History: Transitions to Anti-Semitism (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This course will focus not on the origins but on the much more historically problematic question of the survival of Jew-hatred. Students will choose a period for their research that will be drawn from among the following: (1) pagan anti-monotheism, (2) Christian anti-Judaism, (3) secular anti-Semitism. Students will be encouraged to examine the sources in order to explain how the ideas of Jew-hatred survived from one period to the next.

Benjamin Braude

300.27 The Study and Writing of History: World War I and Society (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Marie McHugh

HS 300.34 The Study and Writing of History: China (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Silas Wu

HS 300.39 The Study and Writing of History: Women's Liberation in Russia (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

In the nineteenth century, backward Russia gave rise to one of the most radical and powerful women's liberation movements of all time. Repudiating Western feminism's fixation on suffrage as too limited and insufficient, Russian women reformers, radicals, revolutionaries, and terrorists stressed education and employment outside the home as the only means by which women could secure their own liberation. They created over government opposition the largest network of higher education institutions for women in all of Europe and fought for maternity leave and government supported day care a half century or more before such concerns were espoused by women of other lands.

We will begin by reading Richard Stite's classical account of the women's liberation movement in Russia and then study the memoirs of successive generations of Russian women, from Catherine the Great (1762-96) to Elena Bonner (b. 1923), a Soviet dissident of the 1970s and third generation liberated woman. In the process, we will learn the strengths and weaknesses of autobiography as a historical genre while perfecting our analytical skills and mastering the art of source criticism.

Memorialists used will include Catherine the Great, Princess Dashkova (the head of the Russian Academy of Sciences at the height of the Enlightenment), Major Durova (an aristocratic woman who disguised herself as a man and fought as an officer in the Russian Army in the Napoleonic Wars), Elizabeta Vodovozova (Russia's first child psychologist and a typical nihilist—or rebellious-woman of the 1860s), Sofia Kovalevskala (also a nihilist and one of the greatest mathematicians of all times), Katerina Breshko-Breskovskala (populist revolutionary), Vera Figner (revolutionary terrorist), Alexandra Kollontai (Communist revolutionary and the first woman cabinet minister and ambassador in history), Evgeniia Ginzburg's experiences as a victim of Stalinist terror, oral histories of women fighter and bomber pilots of World War II, and Elena Bonner's account of the lives of three generations of Russian liberated women—her grandmother, her mother and herself.

Roberta Manning

HS 300.40 The Study and Writing of History: Public and Private in the Age of Revolution: Ireland, 1770-1824 (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

During the years under consideration Ireland experienced dramatic and often violent social and political change. Major events included the emergence of colonial nationalism and Republicanism, the Revolution of 1798, the Act of Union, and the triumphal movement for Catholic Emancipation.

Traditional historiography has linked these events either through the personalities of the

major political leaders involved, or through a study of the elite institutions and philosophies that are assumed to control these events. This course will take a radically different perspective by exploring Irish society through the experiences of a small rural community. The source material that all students will use is based upon the manuscript and published writings of one of the residents of the village of Ballitore, Co. Kildare.

Mary Shackleton-Leadbetter has left us one of the most detailed surviving accounts of eighteenth century European rural life. The center piece of the computerized archive (currently over 325,000 words) which students will have access to is her manuscript diary. Begun in 1769, when she was 10 years old, and continued until shortly before her death in 1826 it consists of 54 manuscript volumes (approximately 10,000 pages). These have been edited and transcribed into computer accessible and cross referenced files. Related manuscripts including several hundred letters, 5 volumes of poetry, a cure book, and the manuscripts of most of her published work are also available. This set of manuscript sources may be the most detailed record of the private life of any individual who has ever lived in Ireland.

This course will focus upon the methodology of using diary and personal papers in the writing of social and political history, and will focus upon the dynamics between public events and private lives.

Kevin O'Neill

HS 300.41 The Study and Writing of History: Imperial Rome (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

The course will investigate the Roman Empire at its height, from A.D. 14-180. Certain themes will be explored, including the role of the emperor and of the imperial court, military conquest, the rise of Christianity, slavery, and daily life. The emphasis of the course is on the textual analysis of primary sources (in translation), including the works of Tacitus, Suetonius, Pliny the Younger, St. Paul, Celsus, and Josephus. Artistic and archeological sources (including Pompeii and Hadrian's Wall) will also be used to aid our historical understanding of the period.

John Rosser

HS 300.42 The Study and Writing of History: Gandhi (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This seminar in the reading and writing of history will focus on the life, work, and thought of M. K. Gandhi. The aim of this seminar is to help students understand the process by which historians read and write history: how and why particular histories get written and circulated. Students in this course will themselves produce a substantial research paper based on primary documents by the end of the semester. We will work with some of the following primary documents in this course: the published writings of Gandhi; collections of his private papers and letters; contemporary newspaper accounts about Gandhi and his reception in the U.S.

Mrinalini Sinha

HS 300.43 The Study and Writing of History: Popular Religion in Henry VIII's England (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This course is intended to introduce students to the practice and writing of history through an exploration of the religious lives of English women and men during the reign of Henry VIII. Henry VIII, once proud to be named "defender of the Catholic faith" for his writings against Luther, initiated the legal changes that resulted in the conversion of England to a majority Protestant kingdom. By the end of the century a wide variety of Protestant and Catholic groups coexisted across England—sometimes peacefully, sometimes not—with intermittent interference by the crown and church hierarchy. This course will explore the practice of both Protestantism and Catholicism in the sixteenth century, with special attention to individual conversion, parish life, religious toleration and persecution, and women's experiences. We will begin the semester with a set of common readings. After that each student will choose a topic for research, based on the rare book collection in the Burns Library and the microfilm collection in O'Neill Library.

Virginia Reinburg

HS 303 The Rise of Modern China (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This is a survey of Chinese political, social and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919 with special attention to Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

Silas Wu

HS 304 Twentieth Century China (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The course will first provide an overview of the political, social, and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on an analyses of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as Intellectual Revolution (The May Fourth Movement), warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered briefly. A full treatment of the history of Chinese Communism will be given in HS 305.

Silas Wu

HS 318 (BK 318) Post Slavery Caribbean (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course examines the political, economic and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of underdevelopment in the region, and in this regard it looks closely at the historical character of the Caribbean's incorporation into the international system. Its compass covers the Anglophone, Hispanophone, and Francophone Caribbean from Haitian independence in 1804 to the present.

Frank F. Taylor

HS 325 (BK 325) Revolutionary Cuba: History and Politics (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

On 1 January 1959 the Cuban Revolution came to power. This course has as its focus Cuba's foreign and domestic policies since that date. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely.

The backdrop for this course is the era of the superpowers and of the Cold War. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank F. Taylor

HS 326 History of Modern Iran (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements in the 19th century; the constitutional revolution of 1905-1911; the changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; the cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments in Iran since the revolution; and Iran's current regional and international role.

Ali Banuazizi

HS 342 Latin American History through Film, Music, and Literature (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course focuses on questions of race, rank, and revolt in four culture areas of Latin America—Mexico, Cuba, Peru/Bolivia, and Brazil—using novels, locally produced feature films, and popular music as primary sources.

Matthew Restall

HS 345 Twentieth Century Ireland: A Political and Social History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore twentieth century Irish political and social history. Topics covered will include the woman's suffrage movement, the struggle for national independence, the subsequent civil war and partition of the Island, economic development, civil unrest in Northern Ireland, and the influence of religion in Irish politics.

Robert Savage

HS 362 Community and Wealth in the Middle Ages (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This social and economic history course focuses narrowly on two themes: how people throughout the Middle Ages organized themselves for the sake of their property, for personal protection, and for salvation; and how they mar-

shaled the limited resources of their age for fun and profit. The course is broken into four chronological periods—the early Middle Ages, the central Middle Ages, the High Middle Ages, and the late Middle Ages. In our study of each period we will examine money, trade, the village, the family, marriage, lordship, towns, and spiritual communities.

Robin Fleming

HS 363 Modern India: India Under the British (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course is designed as a historical survey of British rule in India, from the take-over of India by the British Crown in 1858 to Indian independence in 1947. We will look at British colonial policy as well as at various responses to colonial rule in India, including the social and religious reform movements, peasant and anti-caste movements, the women's movement, and the nationalist movement. We will also focus on the alternative to the Raj offered by the Indian nationalist movement that, especially under the leadership of M. K. Gandhi, had come to encompass the interests of the various other movements.

Mrinalini Sinha

HS 373 (BK 373) Slave Societies in the Caribbean and Latin America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

It has been estimated that over 90 percent of the slaves imported into the Americas during the era of the Atlantic slave trade were brought into two portions of this hemisphere—the Caribbean Islands and South America. The Caribbean Islands were said to have received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure during slavery and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries. The approach taken is a comparative one.

Frank F. Taylor

HS 375 London: A Social History from the 18th Century to the Present (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course examines the interaction of different social groups—rich and poor, men and women, native born and foreign born—with the changing metropolis. Topics to be considered include the following: London's role as the center of a world empire, the changing economy of the city, suburbanization and public transport, class and racial conflicts, slums and urban planning, and the evolution of metropolitan government.

Peter Weiler

HS 376 Women and Gender in Latin American History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with

more straightforward issues such as the sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.

Deborah Levenson-Estrada

HS 377 Images of Africa (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course examines the mental images that indigenous and foreign writers have constructed of Africa and Africans especially since 1800. Some older as well as more recent writers have described the continent from a jaundiced perspective that emphasized Africans' inhumanity; others have viewed it through rose-colored lenses as a place of heightened humanity. Although different images of Africa will be scrutinized to expose deliberate and unintended biases, the course starts from the premise that simplification and distortion are inevitable in any effort to portray so vast and so complex a continent. Therefore, discovering the different ways in which Africa has been viewed is an important step to learning about Africa. Assigned readings will include scholarly summaries of the changing images of Africa as well as individual works (both fiction and non-fiction) by Africans and Afro-Americans, Europeans and Euro-Americans.

David Northrup

HS 378 Representations of Twentieth Century Ireland: Film and Fiction (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine how film and fiction have portrayed the social, cultural, and political history of Ireland in the twentieth century. Students will consider feature films and documentaries produced in Ireland, Britain and the U.S. The works of writers ranging from James Joyce to Roddy Doyle will be explored.

Robert Savage

HS 397 A History of Sport in America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A look at recreation, leisure, and sport as a way of life in America and as an integral part of the total society. Ranging from urban immigrant settlement house basketball in the early 1900's to present-day Holy War BC-Notre Dame football, emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sport and the city, the nation's love affair with heroes, and more recently with heroines, and gender issues.

Andrew Bunie

HS 417 (EN 506) Politics and Literature of Irish Independence 1800-1916 (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-listed with the English Department.

*Adele Dalsimer
Kevin O'Neill*

HS 419 Politics of Irish Nationalism (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094
Kevin O'Neill

HS 422 Modern England (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and to the British Empire of the 19th-20th centuries and British influence on the world at large.

Thomas W. Perry

HS 441-442 Rise of Modern Germany (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This is a two semester upper division elective, designed for students who already have a general familiarity with European history and who desire an intensive examination of the problems surrounding the emergence of modern Germany, especially as seen by recent scholars. Although the course is open to all students who have completed the Core History program, it is particularly recommended for history, political science, and German majors. Students are urged to enroll in both semesters of this course, although this is not required, and some seats will probably be available in the spring for students who wish to elect only the second half (Germany since 1919). Generally, however, students who desire an in-depth analysis primarily centered on Nazi Germany are advised to select HS 143 Adolf Hitler and the Third Reich, which is offered in alternate years.

John Heineman

HS 464 Europe Between Revolution and Reaction: 1814-1871 (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine the development of Europe from the fall of Napoleon in 1814 to the end of the Franco-Prussian War in 1871, a period when the forces released by the French Revolution were transforming European society. Particular emphasis will be placed on (1) the struggle between liberalism and conservatism, between those who supported and those who opposed the new ideals of liberalism and nationalism, a struggle that led to a long-drawn-out crisis characterized by alternations between revolution and reaction; (2) the effort of European statesmen, horrified by the destructiveness of the Napoleonic wars, to establish a stable international order that would ensure peace; (3) the impact of the Industrial Revolution upon European society; and (4) the cultural and intellectual transformation of European society.

Alan Reinerman

HS 488 The French Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A social and political history of France during the turbulent decade, 1789-1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radical Jacobins and the sans-culottes, the Reign of Terror, the Thermidorian Reaction,

the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events.

Paul Spagnoli

HS 489 France in the 19th Century (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71. The course will conclude with an examination of France on the eve of the First World War.

Paul Spagnoli

HS 503 The Civil War (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war.

Thomas H. O'Connor

HS 511 Race, Class, and Ethnicity and the Struggle for Human Rights in America, 1941 to Present (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An emerging new world order and persistent economic and political tensions nationally suggest a closer look at race relations and the most recent immigrant and refugee arrivals. Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices (if it ever did) and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the twenty-first century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them.

Andrew Bunie

HS 516 American Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and graduate students.

Alan Rogers

HS 536 Women and Religion in America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Religion has been a force for both repression and liberation in American women's lives. In this course we will explore the impact religions and religious ideas have had on women, the influence women have had on religion, and the way religion has functioned in women's lives. Themes we will cover include women in reform (from temperance, antislavery, western missions, opposition to

war, and the Civil Rights movement), fundamentalism and the New Right, and racial, class, and ethnic diversity in religious experience, and religious expression in literature and music.

Cynthia Lysterly

HS 538 Gender in American History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men's and women's experiences in America. Beginning with the clash of native American and European gender ideologies and ending with the impact of modern feminism, the gay and lesbian civil rights movement, and the men's movement, lectures will provide the general background for the readings. Readings will focus on specific themes, such as hysteria, southern honor, or homophobia, and on gender in specific contexts, such as westward migration, twentieth-century sports, and slavery.

Cynthia Lysterly

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

HS 551 U. S. 1912-1945 (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

Mark Gelfand

HS 552 U. S. Since 1945 (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. The focus will be on domestic affairs; foreign policy will be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Mark Gelfand

HS 571-572 Foreign Relations in the Twentieth Century (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

After a brief survey of U. S. foreign relations in the 18th and 19th centuries, this course will focus on U. S. relations with the world in the years between 1890 and 1945. Special attention will be given to domestic influences on foreign policy in this period as well as to discussions of leadership and theories relating to the development of international affairs. The course will continue in the spring and cover the years from 1945 to the present.

Carol Petillo

HS 613 Undergraduate Colloquium: Literature and Revolution in 20th Century Russia (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

What is the relationship between history and literature? How are the works and vision of great writers influenced by the events of their own lives and times? We will explore these questions in reference to 20th century Russia, the scene of one of history's greatest revolutions and home to a disproportionate share of this century's major writers. How did these great writers, both contemporaries of the Russian Revolution and those who lived thereafter, react to the Revolution, their own lives and times? Writers covered include Chekhov, Bunin, Gorky, Bely, Mandelstam, Mayakovsky, Akhmatova, Tsvetaeva, Babel, Pilnyak, Sholokhov, Kataev, Pasternak, and Solzhenitsyn.

Roberta Manning

HS 616 (PL 610) The Scientific Revolution and its Consequences (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An exploration of the great revolution of the 16th and 17th centuries that created modern science. The topics will include the following: the creation of a methodology for science; new principles of evidence and new sources of authority; organization and dissemination of knowledge; sources of support or patronage for the new science; and the social, religious, and intellectual components of the revolution.

I. Bernard Cohen

HS 619 Society and Culture in the American West (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course surveys the social and cultural history of the American West, broadly defined, from the seventeenth century to the present. We will read a wide variety of works, paying particular attention to those dealing with the spatial intersection of class, ethnicity, and gender in both frontier and post-frontier societies. Topics will include Hispanic-Anglo contact in the Spanish borderlands; Indian-white relations; the farming, cattle, and mining frontiers; violence and vigilantism; women missionaries and reformers; African-American migration; and urban life in the twentieth-century West.

Marilynn Johnson

HS 632 Colloquium on Late Antiquity (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

What defines Late Antiquity as a distinct period of social and cultural change between the

third century A.D. and the Arab invasions of the seventh century? How did it differ from classical civilization? What influence did it have on the subsequent development of the medieval East and West? These and other questions are the focus of our investigation into the time of Augustine and Constantine the Great, of great barbarian generals like Alaric and Stilicho, of pillar saints like Daniel the Stylite. It was a period of new art and architecture, of changing physical and cultural boundaries. The emphasis of the course is on the textual analysis of primary sources, as well as on important secondary literature by Peter Brown and others. Artistic and architectural sources will also be used to aid our historical understanding of the period. This course is aimed at advanced history majors and graduate students.

John Rosser

HS 665 (EN 603) Seminar in College Teaching: Women's Studies (F, S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; permission of instructor

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.

Ellen Friedman

HS 666 Travel and Espionage in the East: The European Image of the Other (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics that they sought to advance. Specific topics include the following: psychology of the traveler, works of travel as literature and history, the genre of travel literature, views of Islam, Arabs and Turks, the appeal of the East, response to and reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel and the Industrial Revolution. Readings will be drawn largely from such writers as T.E. Lawrence (Lawrence of Arabia), Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave.

Benjamin Braude

HS 691-692 Honors Project and Thesis (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by

that committee. Completed honors theses are due in April of the senior year.

The Department

HS 695-696 Scholar of the College Project (F: 6-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HS 698 Scholar of the College Thesis (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Students who are enrolled in an approved Scholar of the College Project (HS 695-696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

HONORS PROGRAM

Director: Joseph Appleyard, S.J., Gasson 102

HP 001-004; 031-034 Western Cultural Tradition I-VIII (F: 6-S: 6)

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-034) as sophomores. These are two three-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. They are open only to students (about nine percent of the freshman class in A&S) who have been selected by the Director in collaboration with the Office of Admission. All have been contacted by letter during the summer with instructions on registration.

Advanced Honors Seminars 1996-97

Students graduating in 1997 or 1998 are required *either* to take one of the three-credit Advanced Seminars (including either semester of The Twentieth Century and the Tradition course) and then write a six-credit Honors Thesis in senior year *or* to take both semesters of The Twentieth

Century and the Tradition course and in senior year to take one of the new Senior Honors Seminars (they may also write a six-credit Honors Thesis in place of taking a senior seminar). Those who study abroad for only one semester are required to do one of the advanced seminars and write an Honors Thesis. Those who are abroad for two semesters are exempted from the seminar requirement but must write an Honors Thesis in senior year.

Students graduating in 1999 and later are required to take both semesters of the course The Twentieth Century and the Tradition in junior year and in senior year either to take one of the new Senior Honors Seminars or to write a six-credit Honors Thesis.

HP 110 Literature and Medicine: The Human Experience (F: 3)

David Hatem

HP 133 Twentieth Century and Tradition I (F: 3)

*J. Appleyard, S.J.
Christopher Constat
Michael Martin
John Michalczyk
Peter Norberg*

HP 134 Twentieth Century and Tradition II (S: 3)

*J. Appleyard, S.J.
Christopher Constat
Mary Joe Hughes
Michael Martin
Peter Norberg*

HP 146 (PL 465) Sexuality: New Histories, Old Ethics? (F: 3)

James Bernauer, S.J.

HP 251 Senior Honors Seminar: Modernity and the Self (F: 3)

David Botwinik

HP 252 Senior Honors Seminar: (S: 3)

Timothy Duket

Note: Honors Program seminars are restricted to students in the Honors Program. Other students interested in taking these courses should see the Director for permission.

HP 199 Readings and Research (F: 3, S: 3)

HP 299 Senior Honors Thesis (F: 3, S: 3)

HP 399 Scholar of the College (F: 6, S: 6)

L I N G U I S T I C S

The description of the major program in General Linguistics appears under the *Department of Slavic and Eastern Languages*.

M A T H E M A T I C S

FACULTY

Stanley J. Bezuska, S.J., *Professor Emeritus*; A.B., A.M., M.S. Boston College; S.T.L., Weston College; Ph.D., Brown University

Joseph A. Sullivan, *Professor Emeritus*; A.B. Boston College; M.S. Massachusetts Institute of Technology; Ph.D., Indiana University

John F. Caulfield, S.J., *Assistant Professor Emeritus*; A.B., A.M. Boston College; S.T.L., Weston College

Joseph F. Krebs, *Assistant Professor Emeritus*; A.B., A.M. Boston College

Robert J. Leblanc, *Assistant Professor Emeritus*; A.B., A.M. Boston College

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Gerald G. Bilodeau, *Professor*; A.B., University of Maine; A.M., Ph.D., Harvard University

Richard L. Faber, *Professor*; B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Margaret J. Kenney, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University

John H. Smith, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Paul R. Thie, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

Robert J. Bond, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor*; B.Sc., University of HongKong; Ph.D., University of California

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Richard A. Jenson, *Associate Professor*; Chairperson of the Department; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Harvey R. Margolis, *Associate Professor*; M.S., Ph.D., University of Chicago

G. Robert Meyerhoff, *Associate Professor*; A.B., Brown University; Ph.D., Princeton University

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

John P. Shanahan, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Donald Wiener, *Adjunct Instructor*; B.A., Long Island University; M.A., Boston College



PROGRAM DESCRIPTION FOR MAJORS

The mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

The student should become familiar with the requirements for the major as listed below and consult with an advisor in the Department to plan a program of study. In order to fully appreciate the role of mathematics in other disciplines, the Mathematics Department strongly recommends that the major supplement his or her program of study with courses in another discipline where mathematics plays an important role. Such courses can be found in the Department of Physics and elsewhere in the natural and social sciences.

The following are the requirements for the major:

- MT 102–103 Calculus (Math/Science Majors) I, II
- MT 202 Multivariable Calculus
- MT 216 Algebraic Concepts
- MT 217 Linear Algebra
- MT 263 Mathematical Analysis and the Computer
- MT 301 Introduction to Abstract Algebra
- MT 302 Introduction to Analysis
- Three MT electives numbered between 400 and 499 or above 800.
- A grade point average of at least 1.67 in courses fulfilling the major.

Well-prepared students may omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of one or more courses are required to substitute MT electives (between 400 and 499, or above 800) for those omitted.

Departmental Honors

The Department offers to qualified mathematics majors the opportunity to graduate with Departmental Honors. The requirements are as follows:

- MT 103 Calculus (Math/Science Majors) III
- MT 202 Multivariable Calculus
- MT 226 Algebraic Concepts (Honors)
- MT 227 Linear Algebra (Honors)
- MT 263 Mathematical Analysis and the Computer

- MT 301 Introduction to Abstract Algebra or MT 816 Modern Algebra I

- MT 312–313 Introduction to Analysis (Honors) I, II

- Five MT electives numbered 400 or above.

- MT 694 Honors Seminar

- At least two of the above courses must be from among MT 814–815, MT 816–817, MT 840–841, MT 860–861, and MT 880.

- A grade point average of at least 1.67 in courses fulfilling the major.

- A grade point average of at least 3.0 in MT courses numbered 300 and above.

Honors students may substitute MT 216–217 for MT 226–227 with permission of the Chairperson.

COURSE OFFERINGS

Non-Core Courses

These courses do not satisfy the University Core requirement in Mathematics. They are intended either to remove a deficiency in the student's mathematical background in preparation for further courses, or as enrichment in an area related to mathematics.

MT 010 Pre-Calculus Mathematics (F: 3)

This is a one-semester course designed for students who wish to take an introductory calculus course, especially MT 100, but have a deficient background in high school mathematics. Other students should proceed directly to the appropriate calculus course. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

Core Courses

These courses do satisfy the University Core requirement in Mathematics. Included are general non-calculus courses for students in the humanities, social sciences, School of Education, and School of Nursing; specialized non-calculus courses; terminal calculus courses; and continuing calculus courses, from which students may proceed to further study.

General Non-Calculus Courses

MT 004 Finite Probability and Applications (F: 3)

This course, for students in the humanities, the social sciences, School of Education and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

MT 005 Linear Mathematics and Applications (S: 3)

This is an introduction to linear methods and their applications. Topics include systems of equations, matrices, modeling, linear programming, and Markov chains.

MT 006 Ideas in Mathematics (Fall Topics) (F: 3)

MT 007 Ideas in Mathematics (Spring Topics) (S: 3)

These independent, one-semester courses are designed to introduce the student to the spirit, beauty, and vitality of mathematics. They emphasize the development of ideas rather than problem solving skills. Topics vary, but are typically

chosen from diverse areas such as geometry, number theory, computation, and graph theory.

Different topics are covered in the fall and spring semesters; interested students may take both in a given year, while students desiring only one course may elect either.

Specialized Non-Calculus Courses

MT 190–191 Fundamentals of Mathematics I, II (F: 3–S: 3)

This course has been designed for those who plan to teach mathematics in grades K–9. The emphasis is on the content of mathematics in the emerging K–9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

Terminal Calculus Courses

MT 020 Survey of Calculus (F, S: 3)

This is an overview of differential and integral calculus for students in the liberal arts, emphasizing fundamental concepts and practical applications. Students who may wish to go on in calculus should elect another course. Not open to students who have completed a calculus course at the secondary school or college level.

Note: MT 172–173 is no longer offered

Students in the Carroll School of Management are now required to take MT 100–101 to fulfill their mathematics requirement. For more information, see the CSOM section, or consult with the CSOM dean.

Continuing Calculus Courses

MT 100–101 Calculus I, II (F: 4–S: 4)

Prerequisite: Trigonometry

This is a course sequence in the calculus of one variable intended for biology, computer science, economics, management and premedical students, but open to all who are qualified. Topics include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed a calculus course at the college level.

MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–F, S: 4)

Prerequisite: Trigonometry

This course sequence is for students majoring in mathematics, chemistry, geology, geophysics, or physics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral, and sequences and infinite series. MT 102 is not open to students who have completed a calculus course at the college level.

Undergraduate Electives

These courses are usually taken after completing one or more continuing Core courses, and they are primarily intended for mathematics majors, science majors, and students in the professional schools that are interested in mathematics.

MT 200-201 Intermediate Calculus I, II (F, S: 3-5: 3)*Prerequisite:* MT 100-101

Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, sequences and series and an introduction to differential equations.

MT 202 Multivariable Calculus (F, S: 4)*Prerequisite:* MT 103

This course is for students majoring in mathematics, chemistry, geology, geophysics, or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives, and multiple integrals.

MT 216 Algebraic Structures (F: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MT 217 Linear Algebra (S: 3)

This course is a rigorous introduction to the basic concepts of linear algebra that includes the following: vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues, and inner product spaces.

MT 226 Algebraic Structures (Honors) (F: 3)

This course is an honors version of MT 216, with similar content.

MT 227 Linear Algebra (Honors) (S: 3)

This course is an honors version of MT 217, with similar content.

MT 243 Foundations of Discrete Mathematics (F: 3)*Prerequisite:* One year of college mathematics

This course, intended primarily for computer science majors, introduces students to the fundamental notions of discrete mathematics. The rudiments of set theory and mathematical reasoning will be studied. The student will become conversant with both the language and methods of proof employed in discrete mathematics. Mathematical structures to be covered include orderings, matrices, and Boolean algebras.

MT 244 Discrete Structures and Applications (S: 3)*Prerequisite:* MT 216 or MT 243

The objective of this course is to develop proficiency in solving discrete mathematics problems in the areas of enumeration, finite probability, and graph theory. Topics include permutations, combinations, counting methods such as the pigeon-hole principle and the inclusion-exclusion principle, finite probability theory, graph theory, and possibly recurrence relations and generating functions. Not open to students who have completed MT 445.

MT 263 Mathematical Analysis and the Computer (F, S: 3)

This course is intended to give the mathematics major an introduction to computers and programming (currently in the *Mathematica* programming language) and to demonstrate the use of the computer in solving mathematical problems. In addition,

it is intended to enhance and supplement the calculus courses for mathematics majors by using the computer to illustrate theoretical concepts and to present additional theory and applications. Theory and applications will involve areas selected from the following: numerical calculus, number theory, discrete mathematics, computer science, and probability theory.

MT 290 Number Theory for Teachers (F: 3)*Prerequisite:* MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

MT 291 Geometry for Teachers (S: 3)*Prerequisite:* MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

MT 301 Introduction to Abstract Algebra (F, S: 3)*Prerequisites:* MT 216 or MT 226; MT 217 or MT 227

This course studies three fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, Lagrange's Theorem, quotient groups, and the isomorphism theorems; rings, including integral domains, unique factorization domains, ideals, and quotient rings; and fields, introducing the basic ideas of field extensions.

MT 302 Introduction to Analysis (F, S: 3)*Prerequisites:* MT 201 or MT 202; MT 216 or MT 226

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

MT 305 Advanced Calculus (Science Majors) (S: 4)*Prerequisite:* MT 201 or MT 202

Topics include the following: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 312-313 Introduction to Analysis (Honors) I, II (F: 3-S: 3)*Prerequisites:* MT201 or MT 202; MT 226

This course is a two-semester honors version of MT 302, covering the same topics in more depth and with additional topics in the second semester such as metric spaces and the Lebesgue integral.

Mathematics Major Electives

These courses are primarily taken to fulfill the elective requirements of the mathematics major.

MT 410 Differential Equations (F: 3)*Prerequisites:* MT201 or MT 202; MT 217 or MT 227

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

MT 414 Numerical Analysis (S: 3)*Prerequisite:* MT 201 or MT 202; MT 217 or MT 227 or permission of instructor; MT 263 or familiarity with the *Mathematica* programming language

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 420 Probability and Statistics (S: 3)*Prerequisite:* MT 201 or MT 202

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

MT 426 Probability (F: 3)*Prerequisites:* MT 201 or MT 202; MT263 or familiarity with the *Mathematica* programming language

This course provides a general introduction to modern probability theory. Topics studied include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and the computer will be used to explore many of the concepts in the course. Not open to students who have completed MT 420.

MT 427 Mathematical Statistics (S: 3)*Prerequisites:* MT 426 or MT 420; MT263 or familiarity with the *Mathematica* programming language

Topics studied include the following: introduction to survey sampling, sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and two-sample analysis. Applications to real data will be

stressed, and the computer will be used to explore many of the concepts in the course.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216 or MT 226

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MT 435-436 Mathematical Programming I, II (F: 3-S: 3)

Prerequisite: A course in linear algebra

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 440 Dynamical Systems (S: 3)

Prerequisite: MT 201 or MT 202 or permission of the instructor

This course is an introduction to the theory of iterated functions of a single variable. Topics include the following: fixed points, periodic points, the quadratic family, bifurcations, one and two dimensional chaos, fractals, iterated function systems, Julia sets, and the Mandelbrot set.

MT 445 Applied Combinatorics (F: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra, or multivariable calculus

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics. Not open to students who have completed MT 244.

MT 451 Euclidean and Non-Euclidean Geometry (S: 3)

Prerequisite: MT 216 or MT 226

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric

formulas, models, geometry and the study of physical space will be considered.

MT 452 Differential Geometry and Relativity

Prerequisites: MT 201 or MT 202; MT 217 or MT 227

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as space-time curvature, the field equations, the Schwarzschild solutions, and the consequences of Einstein's theory. *Not offered 1996-1997*

MT 470 Mathematical Modeling (F: 3)

Prerequisites: MT201 or MT 202; MT 217 or MT 227; MT263 or familiarity with the *Mathematica* programming language

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

MT 480 Mathematics Seminar

Topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

MT 499 Readings and Research (F, S: 3)

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Department permission is required, and interested students should see the Chairperson.

MT 694 Honors Seminar (F: 3)

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

Graduate Electives

These courses are offered in the Master of Arts and Master of Science in Teaching programs. Undergraduate mathematics majors with strong backgrounds, particularly those planning graduate study, are urged to consider the courses in this category.

MT 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)

This course includes the following: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

MT 816-817 Modern Algebra I, II (F: 3-S: 3)

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

MT 820 Measure and Integration

Prerequisite: An introductory course in analysis, such as MT 312-313

This is a course in the classical theory of functions of a real variable. Topics include the Lebesgue integral, the classical Banach spaces, and integration in general measure spaces. *Not offered 1996-1997*

MT 840-841 Topology I, II (F: 3-S: 3)

Topology is the study of geometric phenomena of a very general sort, and, as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. It will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done and of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include propositional calculus, first order theories, decidability, and Godel's Completeness Theorem. *Not offered in 1996-1997*

MT 861 Foundations of Mathematics

Prerequisite: An introductory course in mathematical logic or the consent of the instructor

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory. *Not offered in 1996-1997*

MT 880 Advanced Topics in Mathematics

Topics of this one-semester course vary according to the interests of faculty and students. With department permission it may be repeated. *Not offered in 1996-1997*

MUSIC

FACULTY

T. Frank Kennedy, S.J., *Associate Professor*; Chairperson of the Department; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Thomas Oboe Lee, *Associate Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Jeremiah W. McGrann, *Assistant Professor*; B.A., Austin College; Ph.D., Harvard University



PROGRAM DESCRIPTION

The Department of Music offers courses in Western and non-Western musics—history, theory, composition, and performance—to educate both listeners and musicians. All students, regardless of musical background, are welcome in any course, unless a prerequisite or permission of instructor is indicated.

The introductory courses give students a broad background in concepts, methods, and repertoires from which they may choose more specialized courses. Theory and performance courses focus on the technical tools of music, with Fundamentals of Music covering the basics as a prerequisite to Tonal Harmony, Jazz Harmony, Chromatic Harmony, and Counterpoint, as well as Instrumentation, Analysis, and the Seminar in Composition. Credit for performance is offered through Individual Instruction, Orchestra Practicum, Voice for Performance, Gospel Workshop and Improvisation, which are one-credit courses to be taken for three semesters in order to count for a full course credit. Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance both require an extra fee.

In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

The Major in Music

A music major within a liberal arts framework is broader than that offered by either a conservatory or a school of music. In a liberal arts framework, courses offer students historical, theoretical, cultural and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind and a source of lifelong enjoyment. Some students may go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common core of knowledge with a specialization at higher levels in such areas as composition, performance, music history or cross-cultural studies.

A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable, as we approach the twenty first century.

Required Courses for the Music Major (12 courses minimum)

• *Optional Introductory Courses*: Fundamentals of Music Theory (MU 070) may be substituted for one of the electives, with approval of the Chairperson.

• *Theory, Analysis, and Composition Courses* (4 courses total)

Prerequisite: MU 070 Fundamentals of Music Theory, or equivalent

• *Required of all majors*: MU 110 Harmony; MU 211 Chromatic Harmony; MU 312 Counterpoint

• *Choice of any one of the following*: MU 212 Orchestration; MU 214 Form and Analysis; MU 215 Jazz Harmony, Improvisation and Arranging; MU 315 Composition Seminar

• *Historical Courses* (3 courses total)

Required of all majors: MU 209 Twentieth Century Music

• *Choice of any two**: MU 201 Medieval-Renaissance Music; MU 203 Music of the Baroque; MU 205 Music of the Classic Era; MU 207 Music of the Romantic Era

*With permission of the Chairperson, a composer or genre course may be substituted for one of these.

• *Cross-Cultural Courses* (2 courses total)

Required of all majors, a choice of one from each of the following two groups:

Group I:

MU 301 Introduction to World Music

MU 348 Music of the Middle East

MU 350 Topics in Ethnomusicology

Group II:

MU 320 Music and America

MU 321 Rhythm and Blues in American Music

MU 322 Jazz in America

MU 330 Introduction to Irish Folk Music

• *Performance Ensemble Experience* (minimum of two semesters): Choose from Boston College Symphony Orchestra; Chamber Music Ensemble or Flute Choir; University Chorale; Madrigals; or other approved singing group; Concert band or Jazz band; Popular Styles Ensemble; Irish Traditional Fiddling Class; or a folk, rock, or non-Western ensemble (by consultation with Chairperson).

• *Required Senior Seminar* (1 semester): The Senior Seminar (MU 405) will ordinarily be open only to senior music majors. It will allow them a framework for synthesizing their various courses into a coherent whole, with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance), and the seminar serves as preparation for senior exams and/or a senior project, with supervised reading, research, writing and discussion and/or performance.

• *Electives* (2 courses): The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is music-theory and composition, performance, history, or cross-cultural studies.

Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be granted only upon completion of the third semester of lessons. Students with performance emphasis will also fulfill the required two semesters of ensemble participation.

• *Cumulative Listening Competency*: Listening based on the Required Repertoire for Listening given to all majors at the beginning of sophomore year (or whenever the major is declared). Each year of the music major (normally three), a short list of works will be given the student to be acquainted with by the end of the year. A listening test on these works will be administered until the student passes. In addition, all seniors will be expected to have passed the minimum competence requirements for Ear Training and Sight-Singing (MU 081–082 are offered to help the student meet this requirement) before graduation.

Honors

In order to graduate with departmental honors a music major must maintain a B+ grade average, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors.

Recommended Course of Study

Freshman Year

Freshmen who feel they may wish to consider majoring in music, (or wish to fulfill the Core requirement in Fine Arts by taking a music course) should take MU 005 The Musical Experience, or MU 066 Introduction to Music. Either of these courses is a general introduction to the field and its various methodologies, and a student may receive retroactive credit for the major if passed with a B+ or higher. All students declaring the music major should try as freshmen to take or test out of Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081–082, Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the 20th Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, Orchestration or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the Department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

COURSE OFFERINGS

Introductory

MU 005 The Musical Experience (F, S: 3)

This is an introduction to music in the broadest terms possible stressing how one hears and thinks about music. We will look at how music is made, what it might mean, and how it functions in society. The music itself will vary greatly, covering the traditional musics of various cultures, pop music, and the Western art tradition. Issues addressed are the following: what people hear in a symphony, what is enjoyable about opera, how to hear a movie, and the musical progenitors of rap. *Arts Core course.*

Méabh Ni Fhnuarthain/Jeremiah McGrann

MU 050 The Boston College Madrigal Singers (F, S: 0)

A mixed-voice singing group that comes together to sing repertoire from the 16th to the 20th centuries. The group performs on campus for various University functions.

Laetitia Blain

MU 066 Introduction to Music (F, S: 3)

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to 20th century electronic music, but certain excursions into the world of non-Western musics, jazz and, American popular song will be included to diversify and enrich the experience of listening critically to music. *Arts Core course.*

T. Frank Kennedy, S.J./Méabh Ni Fhnuarthain

MU 070 Fundamentals of Music Theory (F, S: 3)

The course objective is to master the fundamental vocabulary of tonal music. The subject areas covered will be the notation of pitch and rhythm, major and minor scales, intervals, triads and elementary keyboard harmony. This course will focus on developing a strong foundation of intellectual and aural skills.

Margaret McAllister

Performance Courses

MU 073 Irish Dancing (F,S: 0)

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class. No prior experience necessary.

Michael Smith T.C.R.G.

MU 076 The Boston College Symphony Orchestra (F, S: 1)

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Concert programs provide students with wide experiences in the orchestral arts. Recent programs have included Brahms' *Academic Festival Overture*, Saint-Saens' *Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. The BCSO is also committed to presenting music of our time. Recently the orchestra premiered BC faculty member Thomas Oboe Lee's *Sinfonietta* as well as *The Silver Chalice* by American film giant Franz Waxman.

Membership is by audition only. From one to three credits will be awarded for regular, graded participation in the Boston College Symphony Orchestra during a student's career at BC.

Steven Karidoyanes

MU 077 Chamber Music Ensembles (F, S: 0)

A non-credit course. Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance. No fee.

Sandra Hebert

MU 078 Traditional Irish Fiddle Class (F, S: 0)

Classes with opportunity for individual instruction. A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of 17th and 18th century Ireland, that of the ancient Bardic Harpers and court musicians.

Classes taught by Seamus Connolly, one of the world's leading Irish traditional musicians and 10 times the Irish National Fiddle champion. He is assisted by Laurel Martin, another well known and respected Irish Fiddle player and teacher. Open to any level, no experience required. The classes will also teach the art of listening and will provide opportunities to play with instrumental ensembles as well as partaking in musical sessions in and around the Boston Irish music scene. Violin rental possible. No class fee.

Seamus Connolly /Laurel Martin

MU 079 Popular Styles Ensemble (F, S: 0)

A non-credit course. Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome. No fee.

Eric Kniffen

MU 081 Ear Training/Sight-Singing Lab (F, S: 1)

Corequisite: For music majors

A twice-weekly opportunity to develop the skills of sight-singing and ear-training; for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (F, S: 1)

A continuation of MU 081.

Michael Burgo

MU 083 Introduction to Improvisation (F, S: 1)

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class. This course may be repeated for credit.

Robert Nieske

MU 084 Intermediate Improvisation (F, S: 1)

Prerequisites: MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations. This course may be repeated for credit.

Robert Nieske

MU 085 The Boston College Flute Choir (F, S: 0)

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

MaryJo White

MU 086 Advanced Improvisation (F, S: 1)

Prerequisite: MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style. This course may be repeated for credit.

Robert Nieske

MU 087 Tin Whistle (F, S: 0)

Learn the Irish tin whistle with a seasoned native Irish player. Expect to become familiar with dance forms and genre. Instruments available at nominal cost. No fee.

Méabh Ni Fhnuarthain

MU 096 (BK 290) Gospel Workshop (F, S: 1)

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course. No experience is required for membership, but a voice placement test is given to each student.

Hubert Walters

MU 098 Voice for Performance (F, S: 1)

Emphasis is on individual coaching and training in developing vocal qualities for performance. *Tutorial fee required.* *Laetitia Blain*

MU 099 Individual Instrumental/Vocal Instruction (F, S: 1)

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of six credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester. *Tutorial fee required.* *The Department*

MU 100 Individual Instrumental/Vocal Instruction (F, S: 0)

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period. *Tutorial fee required depends on the length of the lesson.* *The Department*

Theory Courses**MU 110 Harmony (F, S: 3)**

Prerequisite: MU 070 or permission of Department
Corequisite for Music Majors: MU 081 Ear Training/Sight-Singing Lab

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

Thomas Oboe Lee/Margaret McAllister

MU 211 Chromatic Harmony (S: 3)

Corequisite: Music Majors: MU 082 Advanced Ear Training/Sight Singing Lab
Prerequisite: MU 110

This course will cover the basic principles of chromatic progression. Maintaining the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, and augmented sixth chords. The concepts of modulation and modal interchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued.

Thomas Oboe Lee

MU 212 Orchestration (S: 3)

Prerequisite: MU 070 or permission of the instructor

The study of the instruments of the symphony orchestra, their character, timbre and range. Students will be exposed to a wide variety of orchestral music and will learn how instrumental color and texture contribute to the compositional process. Original composition will not be required; students will arrange music for varied instrumental combinations. *Offered only on odd numbered years.

Margaret McAllister

MU 215 Jazz Harmony, Improvisation and Arranging (F: 3)

Prerequisite: MU 110

This course will concentrate on the study of chord structures, chord substitutions, chord scales and improvisation as they have been codified by

contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, Herbie Hancock, Wayne Shorter, and Miles Davis will be analyzed and discussed. Special attention will be placed on arranging and composition including the following: the piano lead sheet, writing for horns in a jazz ensemble, scoring for the trap-set, the walking bass-line, re-harmonization of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues. The student should have basic keyboard skills, but it is not a prerequisite.

Thomas Oboe Lee

MU 312 Counterpoint I (S: 3)

Prerequisite: MU 070 or permission of Department

In this course we will study the fundamentals of two and three-part polyphonic styles. The course objective will be to build a dependable contrapuntal technique using the principles of species counterpoint and will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

Thomas Oboe Lee

MU 315 Seminar in Composition (S: 3)

Prerequisite: MU 110 Harmony, MU 215 Jazz Harmony and Arranging, or consent of Department

An introduction to the principles of music composition. The course will be conducted in two parts. Part one: Each class will meet as a group twice a week. These classes will concentrate on the analysis of representative works in both tonal and 20th century idioms—minimalism, serialism or dodecaphonicism, free-atonality, modality, neo-classicism, "third-stream," and the "new mysticism." Works by Steve Reich, Philip Glass, Terry Riley, Morton Feldman, John Adams, Arvo Pärt, Gorecki, John Cage, Milton Babbitt, Pierre Boulez, Messiaen, Ives, Stravinsky, Bartok, Schoenberg, and others will be discussed and used as models for student compositions. Part two: Each student will meet once a week with the instructor for a private studio composition lesson. Students will use MacIntosh computer-midi-synthesizer technology in the realization of their original works. By the end of the semester each student will have completed three short works that are class-assigned, and one major original composition.

Thomas Oboe Lee

Historical Periods**MU 203 Music of the Baroque (S: 3)**

This course includes music in the 17th and first half of the 18th centuries; from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, fugue.

T. Frank Kennedy, S.J.

MU 207 Music of the Romantic Era (S: 3)

A study of the new concepts, genres, and musical institutions that grew up in the 19th century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

Jeremiab McGrann

MU 209 Music of the Twentieth Century (F: 3)

This is a study of the music of the 20th century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the 20th century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

Thomas Oboe Lee

Genres/Composers**MU 206 Opera (F: 3)**

Comedy, tragedy, love, death, vengeance, gods, heroines, men who eat nothing but peas—it's all the stuff of opera. As one commentator said "You can do anything in opera as long as you sing it." Operatic references still permeate our culture from the use of Wagner's "Ride of the Valkyries" in *Apocalypse Now* to Porky Pig singing *Figaro* in cartoons. In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the 17th through 19th centuries—Monteverdi (1567–1643), Handel (1685–1759), Mozart (1756–1791), Verdi (1813–1901), and Wagner (1813–1883). This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.

Jeremiab McGrann

MU 225 (RL 274) Literature and Opera I (F: 3)

See the course description under RL 274.

Joseph Figurito

MU 226 (RL 275) Literature and Opera II (S: 3)

See course description under RL 275.

Joseph Figurito

MU 270 Beethoven (S: 3)

This is an introduction to the life and music of Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

Jeremiab McGrann

MU 290 Wagner (S: 3)

Richard Wagner (1813–1883) was the most important composer of the latter half of the 19th century. His ideas about many aesthetic and cultural matters, expressed in his prose works as well as embodied in his music, influenced virtually everyone, well into the 20th century. Concentrating on *Tristan and Isolde* and the four *Ring* operas, we will study his music, his ideas, and his influence on such writers as Baudelaire, Mallarme, Proust, Eliot, Joyce, and Mann.

William Youngren

MU 320 Music and America (F: 3)

This course surveys the musical heritage of what are now the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

Jeremiah McGrann

MU 323 (EN 445) Jazz: Listening and Describing (F: 3)

This course will have a dual aim: (1) to provide a working knowledge of jazz history from the early 1920's to about 1950, and (2) to develop facility in writing descriptively about recorded jazz performances, both in themselves and in comparison to other jazz performances and other sorts of music. Among the principal musicians covered will be the following: Louis Armstrong, Bix Beiderbecke, Jelly Roll Morton, Bessie Smith, Jack Teagarden, Coleman Hawkins, Lester Young, Billie Holiday, Benny Goodman, Duke Ellington, Charlie Parker, Dizzy Gillespie, and Miles Davis. The approach throughout will be musical rather than sociological or cultural.

William Youngren

Cross-Cultural Courses**MU 301 Introduction to World Music (S: 3)**

This course will select several world musics and examine them in detail. Among those to be surveyed will be North African and Middle Eastern

music, Klezmar music, Eastern European folk music and American Bluegrass. Throughout these examinations some common questions will be addressed: what does music mean in these cultures? Does a Western concept of music differ? How can we understand these musics in a meaningful way? Satisfies Cultural Diversity Core requirement.

Méabh Ni Fhuarthain

MU 321 (BK 266) Rhythm and Blues in American Music (F: 3)

This course examines the elements of rhythm and blues in the Afro-American sense, and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day jazz/rock and music videos will be used throughout the course.

Hubert Walters

MU 322 (BK 285) Jazz in America (S: 3)

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered. Students will have the opportunity to experience live performances of jazz and will be asked to do a general analysis of at least one recording (LP) of a jazz performance.

Hubert Walters

MU 330 Introduction to Irish Folk Music (F,3)

An introduction to Irish music from two perspectives: (1) a historical examination of the music and its indigenous instruments, and (2) a close study of contemporary developments arising from the folk music revival of the 1960's, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former.

Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.

Méabh Ni Fhuarthain

MU 400 Readings and Research (F, S: 3)

The Department

MU 405 Senior Seminar (F: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

The Department

Other courses that the Department offers on a non-periodic basis include the following:

MU 205 Music of the Classic Period

MU 212 Orchestration (Offered in odd numbered years)

MU 214 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Offered in even numbered years)

MU 220 Song

MU 222 Symphony

MU 223 Music and Theatre

MU 224 Music and Liturgy

MU 227 Keyboard Music

MU 280 Russian Music

MU 315 Topics in Ethnomusicology

PHILOSOPHY

FACULTY

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Richard Cobb-Stevens, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; Ph.D., University of Paris

Richard Kearney, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Joseph L. Navickas, *Professor*; Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

William J. Richardson, S. J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Ronald Anderson, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Patrick Byrne, *Associate Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Associate Professor*; A.M., University College, Dublin; Ph.D., Boston University

Joseph F.X. Flanagan, S.J., *Associate Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Arthur R. Madigan, S.J., *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Thomas S. Hibbs, *Associate Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Elizabeth Brient, *Assistant Professor*; B.A., Rice University; M.Phil., Ph.D., Yale University

Gerard C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Ingrid Scheibler, *Assistant Professor*; B.A., University of Virginia; Ph.D., Trinity College, Cambridge

David McMenamin, *Adjunct Assistant Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Richard A. Spinello, *Adjunct Assistant Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University



PROGRAM DESCRIPTION

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental Philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. With the guidance of faculty advisors students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of Core philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which are to be found in the general Catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

COURSE OFFERINGS

If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

Core Courses

PL 070-071 Philosophy of the Person I and II (F: 3-S: 3)

This course is based on two Socratic sayings: "know thyself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

PL 281-282 Philosophy of Human Existence I and II (F: 3-S: 3)

A systematic reflection on the nature of human existence, starting from an analysis of the body/soul structure and of community, with special attention given to the question of immortality and the questions of knowledge and freedom. The method will insist heavily on personal reflection along with a research project on a particular theme or a particular author relevant to the subject matter of the course.

Olivia Blanchette

PERSPECTIVES Courses (Core)

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II/Perspectives I (F: 6-S: 6) (For Freshmen Only)

The course will introduce the students to their philosophical and religious heritage through a study of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology.

The Department

UN 104-107 Modernism and the Arts/Perspectives II (F: 6-S: 6)

A full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky; there will also be at least one week of jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core re-

quirement, and the three-credit Fine Arts Core requirement.

The Department

UN 109-112 Horizons of the New Social Sciences/Perspectives III (F: 6-S: 6)

A full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues. This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Science Core.

The Department

UN 119-122 New Scientific Visions/Perspectives IV (F: 6-S: 6)

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies. This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

The Department

Note: For students who have fulfilled the Philosophy Core Requirements, Perspectives II, III, IV may be taken as electives.

PULSE Courses (Core)

PL 088-089 (TH 088-089) Person and Social Responsibility (F: 6-S: 6)

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include ongoing involvement in one of the field projects available through the PULSE Program (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins.

The Department

PULSE Courses (Electives)

PL 202 Housing and Reality (S: 3)

This course is an in-depth analysis of urban housing conditions that views housing sites within the city and involves research into the causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society.

Harry Gottschalk

PL 205 Housing: A Guide for the Perplexed (F: 3)

To provide adequate and affordable housing for its citizens most American cities are confronted

with a baffling array of interrelated technical, political and managerial issues. While addressing these concerns, this course introduces yet another layer of complexity to the problem. What does it mean to be at home in the world? What ideal of person and society animates our urban planning and design? What are the relationships between architecture and politics? *Harry Gottschalk*

PL 213-214 (EN 223-224) Stories and Service I and II (F: 3-S: 3)

This course, offered through the PULSE program, is a two-semester, twelve-credit elective level course in Philosophy and English. Participation in this course will require ten to twelve hours per week of community service at a PULSE placement. The first semester of the course, *Writing and Reading the Self*, will concentrate on varieties of autobiographical experience, focusing on the representation of childhood and the idea of "coming of age" in literature, philosophy, and social science. The second half of the course, *Writing and Reading the City*, will explore various features of urbanism (the crowd, homelessness, alienation) through texts by social scientists, novelists, philosophers, and poets. *Amy Boesky*

PL 216 Boston: An Urban Analysis (S: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. Assignments will require spending time observing, researching, and writing about the neighborhood in which the PULSE placement is located. *David Manzo*

PL 233 Values in Social Services and Health Care (F: 3)

This course is designed to communicate an understanding of the health care and social services delivery system; to explore ethical problems of the allocations of limited resources, regulations, experimentation, the press, the homeless, the provider-patient relationship, the responsibility for the dependent person; and to consider the possibilities for positive changes in the social service and health care system. *David Manzo*

PL 291-292 Philosophy of Community I and II (F: 3-S: 3)

Prerequisite: Limited to members of the PULSE Council

This is a study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

*Joseph Flanagan, S.J.
David McMenamin*

Electives

PL 193 Chinese Classical Philosophy: Confucianism, Taoism and Buddhism (F: 3)

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals

mainly with human relationships and human virtues. Centered on the harmony between nature, man and society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature. Satisfies the Cultural Diversity Core Requirement. *Francis Y. Soo*

PL 194 Contemporary Chinese Philosophy: Neo-Confucianism and Maoism (S: 3)

Within the historical context of modern China (from 1840 to the present), the course will focus on contemporary philosophical trends: Neo-Confucianism, which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies generally and Chinese Marxism, which under Mao, tries to substitute Chinese Marxism for the Classical Chinese philosophies. Satisfies the Cultural Diversity Core Requirement. *Francis Y. Soo*

PL 248 (CL 248) Revenge in Greek Literature (S: 3)

The project of the course will be to trace a part of the history of the ancient Greek struggle with the question of justice. One formulation of the question: How to get from the common-sense idea of justice as eye-for-eye retaliation to a more adequate definition. What is the proper (just) response when someone physically or verbally harms me or someone close to me? The spontaneous natural reaction is anger and the desire to "get even," "retaliate," "punish," "take revenge." But how is one assured that the reaction is fair and proportionate to the injury? The emotions of anger and the pleasure of revenge can lead to excessive violence, then to counter violence and vendetta. How does one set reasonable limits?

Retaliation/revenge can be justified on the personal level as a question of physical or psychological survival. But what are the rules? How far may I go, for example, to defend my honor or reputation? What about forgiveness and "turning the other cheek"? *David Gill, S.J.*

PL 259 (SC 250) (TH 327) Perspectives on War, Aggression, and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Rein A. Uritam

PL 264 Logic (F, S: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases. *The Department*

PL 268 (BK 268) (SC 268) The History and Development of Racism (F: 3)

This course concerns the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. Satisfies the Cultural Diversity Core Requirement. *Horace Seldon*

PL 269 (SC 251) (TH 328) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future. *Rein A. Uritam*

PL 270 Race/Racism: Contemporary Issues (S: 3)

Prerequisite: PL 268

A study of current issues affecting race relations in the United States, with an emphasis on the institutional nature of racism. Topics may include affirmative action, immigration, hate groups, separatism, and international relations. Participants will research and compare findings in chosen areas of study. Satisfies the Cultural Diversity Core Requirement. *Horace Seldon*

PL 271 (UN 508) Capstone: Taoism Holistic Philosophy (F: 3)

See the course description in the University Courses section of this Catalog. Satisfies the Cultural Diversity Core Requirement.

Francis Y. Soo

PL 273 (UN 503) Capstone: Public Life/Private Life (F: 3)

In this course, we will explore the ways you can draw upon the resources of your previous studies in order to make sense of and enrich the challenges awaiting you in your future private and public life. In particular, we will look at the ways in which literature, history, social science, philosophy, and theology can deepen your personal relationships, your work life, your role as a citizen of a nation and a world, and your spiritual life.

Patrick H. Byrne

PL 275 Philosophy in Literature: Tolkien and Dostoyevski (F: 3)

Exploration of the philosophical issues of good and evil, life and death, love and hate, faith and doubt, hope and despair in Tolkien's, *Lord of the Rings*, and Dostoyevski's, *The Brothers Karamazov*.

Peter J. Kreeft

PL 299 Readings and Research (F: 3-S: 3)

By arrangement.

The Department

PL 303 Thinking About Religion (F: 3)

This course is for students who want to form their opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, and Eastern versus Western religions.

Peter J. Kreeft

PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: marriage/family, on both institutional and personal levels.

Francis Y. Soo

PL 338 The Heidegger Project I (F: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in develop-

PL 379 Socrates and Jesus
 PL 384 Toward a Philosophy of Law
 PL 402 Kant's Moral Philosophy
 PL 403 Does God Exist?
 PL 405 Self-Deception and Morality
 PL 415 Great Trials in Western Civilization
 PL 416 Hannah Arendt: Human Condition and The Life of the Mind
 PL 419 Philosophy of Friendship
 PL 421 Nietzsche
 PL 422 Eros and Ethics: Plato, Kant, and Kierkegaard
 PL 426 Greek Philosophy and Literature
 PL 429 Freud and Philosophy
 PL 444 Modern Philosophy of Imagination
 PL 452 Perspectives on Addiction
 PL 456 The Holocaust: A Moral History
 PL 458 Contemporary Movements in Continental Thought
 PL 467 Jean-Paul Sartre
 PL 479 Contemporary German Philosophy

PL 482 Political Philosophy: Hobbes to Hegel
 PL 489 Rousseau and Freud
 PL 503 Ethics in Geometry
 PL 506 Renaissance Philosophy
 PL 509 Modernity on Trial
 PL 512 The Critique of Modernity: Twentieth Century Perspectives
 PL 529 Philosophy of Action
 PL 532 Issues in Science and Religion
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 PL 554 Philosophy of Poetry and Music
 PL 560 Social and Political Crisis in Ancient Greece
 PL 562 Art and Its Significance
 PL 563 The Great Philosophers I
 PL 564 The Great Philosophers II
 PL 565 Ancient Philosophy: Aesthetics
 PL 567 Derrida: Phenomenology to Deconstruction

PL 607 Seminar: Socratic Dialectic Method: Socratic Dialectic and Aristotelian Ordinary-Language Logic
 PL 613 Heidegger on Truth and Language
 PL 618 The Process of Becoming
 PL 624 Pascal and Aquinas: Reason and Religious Belief
 PL 625 The Problem of Self-Knowledge
 PL 626 Hannah Arendt: Learning to Love the World
 PL 629 Introduction to Hermeneutics
 PL 632 The Later Heidegger
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 PL 635 William James: Pragmatism
 PL 637 Hegel's Philosophy of Law
 PL 638 Plato: Selected Dialogues
 PL 640 Evolution of Greek Metaphysics
 PL 643 Great Contemporaries
 PL 649 Philosophy of Being I
 PL 650 Philosophy of Being II
 PL 677 Intermediate Symbolic Logic
 PL 691 Kant's Critique of Judgment

P H Y S I C S

FACULTY

George J. Goldsmith, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

Frederick E. White, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

Solomon L. Schwebel, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

Francis A. Liuima, S.J., *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

Pradip M. Bakshi, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Kevin Bedell, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

Robert L. Carovillano, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

Joseph H. Chen, *Professor*; B.S., Saint Procopius College; Ph.D., University of Notre Dame

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Gabor Kalman, *Research Professor*; D.Sc., Israel Institute of Technology

David A. Broido, *Associate Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Michael J. Graf, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Associate Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University



PROGRAM DESCRIPTION

The Department of Physics offers a rich and comprehensive program of study leading to a B.S. degree in physics. This program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and an opportunity to work closely with faculty and graduate students on advanced research projects.

The minimum requirements for the physics major's program include ten lecture courses in physics of which eight are numbered above 300. Among these, six of the following are required:

PH 303, 401, 402, 403, 411, and 420. In addition, a physics major must choose at least two of the following elective courses: PH 412, 425, 441, 480, or 525. The required laboratory courses are PH 203-204, PH 405-406, and PH 535.

For majors who are freshmen in the 1996-97 academic year or later, PH 309 will also be a required laboratory. In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended. PH 532 Senior Thesis is recommended for students planning graduate work in physics. Mathematics through the level of advanced calculus is required; the Mathematics Department offers 4-credit calculus courses (MT 102, 103, 202, 305) and physics majors are encouraged to enroll in these rather than in the 3-credit course sequence. The final requirement is two approved courses in a science other than physics, normally General Chemistry, CH 109-110, along with the associated laboratory.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and consist of a two-member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741, described in the Graduate Catalog.

COURSE OFFERINGS

Courses numbered below 200 are introductory courses directed towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209–210 Introductory Physics I, II (Calculus) or PH 211–212 Introduction to Physics I, II (Calculus) and PH 203–204 Introductory Physics Laboratory I, II are required of all biology, chemistry and physics majors. PH 209–210 is not being offered in 1996–97. Students should take PH 211–212 instead. Courses numbered above 300 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

PH 115–116 Structure of the Universe I, II (F: 3–S: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

*Gabor Kalman
Krzysztof Kempa*

PH 183–184 Foundations of Physics I, II (F: 3–S: 3)

This course is an introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): PH 101–102. *The Department*

PH 199 Special Projects (F, S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the Chairperson. *The Department*

PH 209–210 Introductory Physics I, II (Calculus)

Prerequisites: MT 100–101 (May be taken concurrently)

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on the following: classical mechanics, electricity and magnetism, and on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204. *Not offered in 1996–97*

PH 211–212 Introduction to Physics I, II (Calculus) (F: 4–S: 4)

Prerequisites: MT 100–101 (May be taken concurrently)

Corequisites: PH 213–214

First semester is an introduction to the following: classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation, wave motion acoustics, the kinetic theory of gases and thermodynamics. Second semester includes the fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Three lectures per week. Students must also enroll in the corequisite recitation section, PH 213–214. Recommended laboratory (optional): PH 203–204.

The Department

PH 213–214 Introduction to Physics Recitation I, II (F: 0–S: 0)

Recitation section, corequisite to PH 211–212. Problem solving and discussion of topics in a small-class setting. One hour per week.

The Department

Laboratory Courses

An asterisk (*) after a course title indicates that the course carries a laboratory fee.

PH 101–102 Basic Laboratory I, II* (F: 1–S: 1)

A course that provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. *Lab fee required.*

George Goldsmith

PH 203–204 Introductory Physics Laboratory I, II* (F: 1–S: 1)

A laboratory course that provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in PH 209–210 or PH 211–212. *Lab fee required.*

George Goldsmith

PH 309 Computational Physics (S: 1)

Designed for students who wish to develop proficiency at solving physics problems using the computer. No prior computer experience is required. Students will exploit the power of the computer to solve analytically intractable problems in Classical Mechanics, Electromagnetism, and Modern Physics. They will investigate the behavior of systems resulting from different initial input parameters. Analysis will often include sophisticated visual representations, such as three-dimensional graphics and animation as well as numerical and symbolic computations. *Physics majors only.*

The Department

PH 405–406 Modern Laboratory Techniques I, II* (F: 1–S: 1)

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction. *Lab fee required.*

George Goldsmith

PH 535–536 Experiments in Physics I, II* (F: 3–S: 3)

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics. *Lab fee required.*

George Goldsmith

PH 538 Projects in Experimental Physics* (F: 3–S: 3)

Prerequisite: Permission of Chairperson

This course involves a major individual research problem in an area such as atomic, nuclear, or solid state physics. Project approval must be obtained prior to the beginning of the semester, usually at the time of pre-registration. *Lab fee required.*

The Department

Electives (Primarily for Majors)

PH 303 Introduction to Modern Physics (F: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

David Broido

PH 399 Scholar's Project (F: S)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PH 401 Mechanics (S: 4)

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.

The Department

PH 402–403 Electricity and Magnetism I, II (F: 3–S: 3)

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.

The Department

PH 411 Atomic and Molecular Physics (F: 4)

This is a course at the intermediate level that includes the following: simple and multi-electron atoms; the Schrodinger equation; the Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays and molecular physics.

Baldassare Di Bartolo

PL 379 Socrates and Jesus
 PL 384 Toward a Philosophy of Law
 PL 402 Kant's Moral Philosophy
 PL 403 Does God Exist?
 PL 405 Self-Deception and Morality
 PL 415 Great Trials in Western Civilization
 PL 416 Hannah Arendt: Human Condition and The Life of the Mind
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P H Y S I C S

FACULTY

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Gabor Kalman, *Research Professor*; D.Sc., Israel Institute of Technology

David A. Broido, *Associate Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Michael J. Graf, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Associate Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University



PROGRAM DESCRIPTION

The Department of Physics offers a rich and comprehensive program of study leading to a B.S. degree in physics. This program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and an opportunity to work closely with faculty and graduate students on advanced research projects.

The minimum requirements for the physics major's program include ten lecture courses in physics of which eight are numbered above 300. Among these, six of the following are required:

PH 303, 401, 402, 403, 411, and 420. In addition, a physics major must choose at least two of the following elective courses: PH 412, 425, 441, 480, or 525. The required laboratory courses are PH 203-204, PH 405-406, and PH 535.

For majors who are freshmen in the 1996-97 academic year or later, PH 309 will also be a required laboratory. In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended. PH 532 Senior Thesis is recommended for students planning graduate work in physics. Mathematics through the level of advanced calculus is required; the Mathematics Department offers 4-credit calculus courses (MT 102, 103, 202, 305) and physics majors are encouraged to enroll in these rather than in the 3-credit course sequence. The final requirement is two approved courses in a science other than physics, normally General Chemistry, CH 109-110, along with the associated laboratory.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and consist of a two-member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741, described in the Graduate Catalog.

COURSE OFFERINGS

Courses numbered below 200 are introductory courses directed towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209–210 Introductory Physics I, II (Calculus) or PH 211–212 Introduction to Physics I, II (Calculus) and PH 203–204 Introductory Physics Laboratory I, II are required of all biology, chemistry and physics majors. PH 209–210 is not being offered in 1996–97. Students should take PH 211–212 instead. Courses numbered above 300 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

PH 115–116 Structure of the Universe I, II (F: 3–S: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

Gabor Kalman
Krzysztof Kempa

PH 183–184 Foundations of Physics I, II (F: 3–S: 3)

This course is an introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): PH 101–102. *The Department*

PH 199 Special Projects (F, S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the Chairperson. *The Department*

PH 209–210 Introductory Physics I, II (Calculus)

Prerequisites: MT 100–101 (May be taken concurrently)

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on the following: classical mechanics, electricity and magnetism, and on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204. *Not offered in 1996–97*

PH 211–212 Introduction to Physics I, II (Calculus) (F: 4–S: 4)

Prerequisites: MT 100–101 (May be taken concurrently)

Corequisites: PH 213–214

First semester is an introduction to the following: classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation, wave motion acoustics, the kinetic theory of gases and thermodynamics. Second semester includes the fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Three lectures per week. Students must also enroll in the corequisite recitation section, PH 213–214. Recommended laboratory (optional): PH 203–204.

The Department

PH 213–214 Introduction to Physics Recitation I, II (F: 0–S: 0)

Recitation section, corequisite to PH 211–212. Problem solving and discussion of topics in a small-class setting. One hour per week.

The Department

Laboratory Courses

An asterisk (*) after a course title indicates that the course carries a laboratory fee.

PH 101–102 Basic Laboratory I, II* (F: 1–S: 1)

A course that provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. *Lab fee required.*

George Goldsmith

PH 203–204 Introductory Physics Laboratory I, II* (F: 1–S: 1)

A laboratory course that provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in PH 209–210 or PH 211–212. *Lab fee required.*

George Goldsmith

PH 309 Computational Physics (S: 1)

Designed for students who wish to develop proficiency at solving physics problems using the computer. No prior computer experience is required. Students will exploit the power of the computer to solve analytically intractable problems in Classical Mechanics, Electromagnetism, and Modern Physics. They will investigate the behavior of systems resulting from different initial input parameters. Analysis will often include sophisticated visual representations, such as three-dimensional graphics and animation as well as numerical and symbolic computations. *Physics majors only.*

The Department

PH 405–406 Modern Laboratory Techniques I, II* (F: 1–S: 1)

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction. *Lab fee required.*

George Goldsmith

PH 535–536 Experiments in Physics I, II* (F: 3–S: 3)

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics. *Lab fee required.*

George Goldsmith

PH 538 Projects in Experimental Physics* (F: 3–S: 3)

Prerequisite: Permission of Chairperson

This course involves a major individual research problem in an area such as atomic, nuclear, or solid state physics. Project approval must be obtained prior to the beginning of the semester, usually at the time of pre-registration. *Lab fee required.*

The Department

Electives (Primarily for Majors)

PH 303 Introduction to Modern Physics (F: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

David Broido

PH 399 Scholar's Project (F: S)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PH 401 Mechanics (S: 4)

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.

The Department

PH 402–403 Electricity and Magnetism I, II (F: 3–S: 3)

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.

The Department

PH 411 Atomic and Molecular Physics (F: 4)

This is a course at the intermediate level that includes the following: simple and multi-electron atoms; the Schrodinger equation; the Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays and molecular physics.

Baldassare Di Bartolo

PH 412 Nuclei and Particles

This is a course at the intermediate level that includes the following: structure of the nucleus; the neutron; the deuteron; alpha decay; beta decay; nuclear models; nuclear reactions; collision theory; nuclear forces; high energy physics; systematics and properties of elementary particles and symmetries. *Not offered in 1996-97*

PH 420 Statistical Mechanics and Thermodynamics (F: 3)

This course includes the laws and theorems of thermodynamics; revisibility and irreversibility; change of phase; entropy; ideal gases and real gases; Maxwell-Boltzmann distribution; Fermi-Dirac statistics; Bose-Einstein statistics; and the statistical basis of thermodynamics.

The Department

PH 425 Introduction to Solid State Physics (S: 3)

This is a survey of solid state physics, including the following: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity; and the physical characterization of materials.

Michael Graf

PH 441 Optics (S: 3)

This course is a modern treatment of geometrical and physical optics, with emphasis on contemporary topics including applications. It includes the following topics: optical systems, Fraunhofer and Fresnel diffraction, interference and polarization, Fourier transform spectroscopy, holographs, and lasers.

The Department

PH 480 Introduction to Mathematical Physics (F: 3)

This course includes determinants and matrices and their application to the solution of linear differential equations. Other areas to be studied include Fourier series, Laplace and Fourier transforms.

David Broido

PH 525 Plasma Physics

Prerequisites: PH 402, MT 204 or 201

This course is an introduction to the study of many charged particle classical systems. It includes the following: motions of single particles; plasma as a fluid; interaction of plasma and waves; the properties of the plasma diffusion; resistivity and stability; an introduction to kinetic theory; and problems related to fusion. *Not offered in 1996-97*

PH 532 Senior Thesis (S: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PH 599 Readings and Research in Physics (F, S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements are by arrangement with the approval of the Chairperson.

The Department

POLITICAL SCIENCE

FACULTY

Peter S. H. Tang, *Professor Emeritus*; A.B., National Chengchi University; A.M., Ph.D., Columbia University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

David Lowenthal, *Adjunct Professor*; A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Kay L. Schlozman, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Robert Scigliano, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Susan M. Shell, *Professor*; B.A., Cornell University; Ph.D., Harvard University

Donald S. Carlisle, *Associate Professor*; A.B., Brown University; Ph.D., Harvard University

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Dennis Hale, *Associate Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Robert S. Ross, *Associate Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

John T. Tierney, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

Jennie Purnell, *Assistant Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

**PROGRAM DESCRIPTION**

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: Majors usually take Fundamental Concepts of Politics (2 semesters) as their first course. At least eight (8) electives are to be taken, including one from each subfield: American Politics, Comparative Politics, Political Theory and International Politics.

Departmental Honors

The Department of Political Science sponsors an honors program for a small number of junior and senior majors. Admission to the honors program is by invitation of the Department and is based on the GPA in the major and overall GPA.

Students in the honors program are also expected to take a total of two honors seminars during their junior and senior years, in addition to the ten courses required for the major. These seminars, considered electives in the major, do not exempt students from the requirement of taking one course in each of four subfields. Honors seminars receive a special designation on the transcript.

To graduate with one of the two highest levels of departmental honors, students must complete twelve courses within the Department, including two honors seminars, and they must write an honors thesis. The level of departmental honors depends upon the quality of work in the the-

sis, the honors seminars, and general course work. Students who choose not to write the thesis but who have taken twelve courses and demonstrated excellence in the major and in the two honors seminars are eligible for the lowest level of departmental honors.

COURSE OFFERINGS

Core Courses

For freshmen and sophomores, juniors and seniors by department permission only.

Note: These are the only departmental courses open to freshmen.

PO 041-042 Fundamental Concepts of Politics (F: 3-S: 3)

This is an introduction to governments, political ideas and theories, and the study of politics. For majors only. Satisfies Social Science Core requirement.

*Kathleen Bailey
Nasser Behnegar
Dennis Hale
Marc Landy
Jennie Purnell
Duane Oldfield
John Tierney*

PO 051 American National Government (S: 3)

This is a survey of American national government and politics. Among the topics treated are the following: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Satisfies Social Science Core requirement. For non-majors. Not open to students who have taken PO 061.

Robert Scigliano

PO 061 American Politics: The Organization of Power (F: 3)

This course examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results. Satisfies Social Science Core requirement. For non-majors. Not open to students who have taken PO 051.

David R. Manwaring

PO 091 Introduction to Comparative Politics (S: 3)

This course uses traditional and modern approaches to comparing political systems configuratively and developmentally. Classic texts and contemporary case studies will be employed to explore both recurring regularities and specific particularities. The issues of political creation, maintenance, and decay, and the roles of political leaders and elites, will be at the center of attention. Examples will be drawn from European, Middle Eastern, Asian, and the former communist experiences. Satisfies Social Science Core requirement. For non-majors.

Kathleen Bailey

Special Undergraduate Courses

PO 281 or PO 282 Individual Research in Political Science (F, S: 3)

Prerequisite: Permission of instructor

This is a one-semester research course directed by a Department member that culminates in a long paper or some equivalent.

The Department

PO 291-292 Honors Thesis in Political Science (F, S: 3)

The Department

PO 295-296 Honors Seminar (F: 3-S: 3)

The Department

Undergraduate Electives

Prerequisite: Sophomore standing or higher
Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students. **Prerequisite:** Junior standing or higher.

American Politics

PO 306 Parties and Elections in America (F: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in instructing political conflict and the role of elections in enhancing citizen control of political leaders.

Kay L. Schlozman

PO 307 Environmental Law (S: 3)

This course is designed to introduce students to the intricacies and structure of legal mechanisms and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system—from common law litigation and constitutional claims to cutting-edge issues of complex government agency regulations and the creation and enforcement of international legal norms. The course is offered by two-person teams from the law school under the supervision of law school Prof. Zygmunt Plater.

Zygmunt Plater

PO 308 Public Administration (S: 3)

This course will examine the behavior of public administrative agencies at all levels of government with a focus on the federal bureaucracy. Among the topics covered are the following: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices and public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 Congressional Politics and Policy Making (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include the following: the historical evolution of the Congress and its principal institutional changes; the political environment in which Members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and

the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policy making.

John Tierney

PO 311 Urban Politics (S: 3)

This is a survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Duane Oldfield

PO 312 Women in Politics (S: 3)

In this course we probe the role of women in American politics and the efforts that have been made in the past—and are being made today—on behalf of the collective political interests of women. Drawing on material from various disciplines in order to understand the shared experiences that might seem to give American women joint politically relevant interests, we investigate the different, and often contradictory, ways in which feminist and New Right women define what is in their best interests as women and analyze the processes by which they organize to act in concert in pursuit of public policies that serve those interests. Finally, in the second half of the course we consider the politics of a number of public policies having a special impact on women—among them, employment discrimination and other workplace issues, equal opportunity in education, pornography, and surrogate motherhood.

Kay L. Schlozman

PO 316 Topics in American Politics: The President, Congress, and War Power (F: 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Robert Scigliano

PO 320 Social Movements and American Politics (F: 3)

Social movements have played a critical role in American politics, bringing previously unheard constituencies and demands to the fore, upsetting preexisting political arrangements, and reshaping the political landscape. This course will combine examination of particular social movements (including the Civil Rights movement, the Christian Right, and the Gay and Lesbian Rights movement) with more general theoretical analysis. Key questions to be considered include the following: Why do social movements arise? What factors account for their success (or failure)? How receptive is the American political system to movement influence?

Duane Oldfield

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

PO 329 American Political Ideas and Institutions (F: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 332 The "Great Rights": The First Amendment and American Democracy (S: 3)

Intensive consideration of two distinctively American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies that they have fostered.

David R. Manwaring

PO 342 Public Policy-Making in the United States (S: 3)

The course examines public policy making in the United States, particularly at the federal level. The course provides an in-depth look at the national policy-making process, from agenda-setting through implementation. In addition to understanding the policy-making process as one of conflict and cooperation among different institutions, political actors, and interests, the course also tries to explain policy-making as a struggle over values, symbols, and interpretations. We will examine the way in which changing ideas about the relationship between government and society have informed and shaped American politics and public policy in this century. A broad mix of policy areas will come under our purview. (Not open to students who have taken PO 340.)

John Tierney

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include the following: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S: 6)

This is a program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of community officials.

Admission to this course is by application only. Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices.

Marie Natoli

PO 379 Seminar: Current Constitutional Issues II (F: 3)

David R. Manwaring

Comparative Politics**PO 405 Politics in Western Europe I (F: 3)**

This course introduces a comparison of national-level politics in Western Europe by comparing politics in Britain and France (including the Third, Fourth, and Fifth Republics). Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 406 Politics in Western Europe II (S: 3)

This course introduces comparison of national-level politics in Western Europe by comparing politics in Germany (including the Imperial, Weimar, National Socialist, and present German political systems), to the politics in Sweden, and Switzerland. Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 407 (HS 149) Balkan Civilizations (S: 3)

A study of the non-western historical civilizations of the Balkan nations including Bulgaria, Romania, Greece, Serbia, and Turkey. The course consists of three parts: (1) the first part of the course will deal with early Slavic and Turkish history with an emphasis on differing languages, cultures and ethnicities; (2) the second part will cover the religious and intellectual aspects of the modern history of these non-Western nations, especially the influences of Eastern Orthodox Christianity and Islam; (3) the third part of the course will analyze nation-building and the current political problems, especially ethnic and religious conflicts in the Balkan states. Fulfills Cultural Diversity Core requirement.

Donald S. Carlisle

Raymond T. McNally

PO 411 After the USSR: Russia and the Transition (F: 3)

The end of the USSR in December 1991 resulted in 15 separate countries where once there had been one Soviet State. Russia, Ukraine, Uzbekistan and the other countries that once made up the USSR are now independent states; they are in the process of transition from Communism—to what is uncertain and unclear. This course explores these traumatic transitions, especially in Russia; both its domestic and foreign policies since 1991 will be examined. Russia's former Soviet neighbors' prospects will also be explored. Major focus will be on how and why the Soviet Empire collapsed and whether or not there is a possibility of the empire re-emerging.

Donald S. Carlisle

PO 438 (HS 272) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in vari-

ous disciplines will be previewed and presented. (Not open to those who have taken PO 080.)

Donald S. Carlisle

Raymond T. McNally

PO 439 Leadership in Europe (F: 3)

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Marvin Rintala

PO 445 Power and Personality (S: 3)

This course examines both the significance of personality in seeking, obtaining, exercising, and losing power and the significance of seeking, obtaining, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, Margaret Thatcher, and Adolf Hitler.

Marvin Rintala

PO 465 Seminar: Modern Mexican Politics (S: 3)

Mexico is in the midst of a very complex and conflictual process of political reform, which may result in the development of a more democratic political system. The seminar explores the dynamics of this process, focusing on the roles played by different factions within the ruling party, opposition parties across the political spectrum, and a wide range of social movements. It then turns to the relationship between national political institutions and village politics, exploring the ways in which issues and conflicts resolved at the national level, particularly those related to land, continue to play an important role in local politics.

Jennie Purnell

PO 466 Seminar: Religion in Western European Politics (S: 3)

This seminar will compare the political behavior of members of different religious traditions in Western Europe. Among Christians the political behavior of Roman Catholics, Lutherans, Calvinists, Anglicans, and Protestant nonconformists, and among non-Christians of Jews and Moslems, will be studied. The possible impact(s) of secularization will be addressed.

Marvin Rintala

PO 467 Seminar: The Balkans in Our Times (F: 3)

This course explores the Balkans' turbulent history and present politics among and within the States into which it is divided. The era of Communist rule, the collapse of Yugoslavia, and the Bosnian crisis will be analyzed. Special attention will be devoted to the transformations underway in Bulgaria and neighboring States. The past and present role of Turkey in the region will also be addressed.

Donald S. Carlisle

International Politics**PO 500 Introduction to International Studies (S: 3)**

Designed specifically and only for sophomores with no prior course work in international studies. Introduces major substantive areas, cultural, historical, political, and economic, of international studies with texts and primary materials from several disciplines. Focuses also on the fundamental issues of population and food, third world nations' development priorities, including the role of women, economic restructuring and political liberalization, and emerging sources of conflict.

David A. Deese

PO 501 International Politics (F: 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 504 International Politics of Europe (F: 3)

This course is an analysis of international relations among European nations in recent decades, focusing particularly on the rise of Europe as a major international actor and the problems of building a new European community following the demise of the Soviet Union.

Donald L. Hafner

PO 516 American Foreign Policy (S: 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political, as well as the intellectual foundations of American international behavior will be studied.

Donald L. Hafner

PO 520 (EC 396) (HS 192) (RL 300) The European Community (Summer: 3)

This interdisciplinary course is taught by Professors David Deese, Political Science; Jeffrey Howe, Fine Arts; Frank Murphy, History; Robert Murphy, Economics, and a wide range of officials from the European Community and professors from the University of Louvain. The thematic focus is the European Community's single internal market. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20 minute train ride northeast of Brussels, Belgium. Course units include historical and cultural roots of the European Community; the economics of integration; the political roots and motivations of the Community; the institutions and legal process; and selected art and architecture of Belgium and Europe.

David A. Deese

PO 525 Introduction to International Political Economy (F: 3)

Reviews the development of institutions and processes in the twentieth century. Focuses on international trade, money, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

PO 556 Seminar: International Peace and War in the 1990s (S: 3)

This seminar surveys some of the classic work on the relationship between politics and war, highlighting insights of continuing relevance in the twentieth century. The core units focus on the causes of conflict and paths to reducing the number and intensity of international wars. Selected case studies include World War I, Vietnam, the Middle East in 1967 and 1973, Afghanistan, 1980-1989; Iran-Iraq, 1981-1988; and the Iraq-U.S./Coalition War of 1991. The conclusion addresses the creation of conditions and institutions for peace and conflict management in the 1990s.

David A. Deese

Political Theory**PO 602 The Political Basis of Capitalism (F: 3)**

Capitalism is arguably "the most fateful force in our modern life": deeply problematic, yet seemingly capable of overwhelming all its traditional and modern opponents. This course will consider the moral and political arguments for and against capitalism by focusing primarily on the writings of Adam Smith together with small selections from the writings of Hobbes, Locke, Montesquieu, and Weber.

Nasser Behnegar

PO 606 Foundations of Modern Political Philosophy (S: 3)

A study of the three major stages of modern philosophy, from its initial hopes to its self-doubts, chiefly by close examination of three seminal works by Hobbes, Rousseau, and Nietzsche.

Robert K. Faulkner

PO 627 Shakespeare's Political Wisdom I (F: 3)

Shakespeare and classical philosophy: *Macbeth*, *The Tempest* and *King Lear*.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Shakespeare and Christianity: *The Merchant of Venice*, *Romeo and Juliet*, *Measure for Measure*.

David Lowenthal

PO 631 Ethics and Politics (S: 3)

What is good and what good is it in politics? A consideration of several important accounts of the possibility of justice in principle and in practice.

Robert K. Faulkner

PO 645 Kant's Political Thought (F: 3)

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

Susan Shell

PO 656 Seminar: Plutarch's Lives (S: 3)

A study of this classic biography of the greatest Greeks and Romans, including Coriolanus, Alcibiades, Alexander and Caesar.

David Lowenthal

PO 663 Seminar: Political Thought of Abraham Lincoln (F: 3)

A study of selected speeches.

David Lowenthal

PO 672 Seminar: Bacon, Hobbes, and the Refounding of Common Law (S: 3)

The chief texts to be studied are certain short writings on the foundation of law by Francis Bacon, the *Elements of Law* by Thomas Hobbes, and brief selections from some earlier accounts.

Robert K. Faulkner

PSYCHOLOGY

FACULTY

Marc A. Fried, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Peter Gray, *Professor*; A.B., Columbia University; Ph.D., Rockefeller University

Marianne LaFrance, *Professor*; A.B., University of Windsor; A.M., Ph.D., Boston University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

William Ryan, *Professor*; A.B., Ph.D., Boston University

Michael Smyer, *Professor*; B.A., Yale; Ph.D., Duke University

Ellen Winner, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University

Daniel J. Baer, *Associate Professor*; A.B., LaSalle College; A.M., Ph.D., Fordham University

Norman H. Berkowitz, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Hiram H. Brownell, *Associate Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; B.S.C., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

M. Jeanne Sholl, *Associate Professor*; Chairperson of the Department; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

John Mitchell, *Assistant Professor*; B.A., M.A., Queens University, Canada; Ph.D., Concordia University, Canada

Nadim Rouhana, *Assistant Professor*; B.A., University of Haifa; M.A., University of Western Australia; Ph.D., Wayne State University

Kavitha Srinivas, *Assistant Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University



PROGRAM DESCRIPTION

The undergraduate program in Psychology is designed to meet the needs of three classes of students: (1) those who wish a sound background in the study of behavior; (2) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and (3) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

The Psychology Department urges its majors to seek Psychology faculty advisement prior to each University Registration period and Psychology faculty to provide expanded office hours for this purpose.

Students majoring in Psychology must meet the following requirements:

- Introduction to Psychology, taken as soon as possible after entering the major. These courses—Introductory Psychology I (PS 073) and Introductory Psychology II (PS 074)—may be taken in either order, (however students are advised that taking PS 073 before PS 074 is preferred).
- Statistics (PS 190) in their second or third year.
- One of the various research practica in either their third or fourth year. (See 300-level courses, below.)

Each research practicum course satisfies the departmental research methods requirement. Under faculty supervision, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference each semester. Although the practicum courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. Classes will be limited to twenty or less.

- At least one elective from the following: Sensory Psychology (PS 140), Perception (PS 143), Learning (PS 144), Cognitive Psychology (PS 147), Physiological Psychology (PS 150), or Evolution of Behavior (PS 270).
- At least one elective from the following group: Personality Theories (PS 101), Social Psychology (PS 131), Developmental Psychology (PS 136),

Abnormal Psychology (PS 139), or Cross-Cultural Psychology (PS 145).

- Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for non-majors (those with numbers below 070) are not to be included among the eight counted toward the major.

- In addition, Psychology majors must take two departmentally approved courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101, with the permission of the Department) and two courses with laboratories in either Biology (BI 110-112, BI 200-202, BI 130-132), Chemistry (CH 131-132, CH 109-110) or Physics (PH 183, 184; with lab 101, 102).

To majors who wish to focus their Psychology curriculum, the following concentrations are available:

Psychology/Management—Psychology faculty advisor: Dr. Norman Berkowitz.

Psychobiology—Psychology advisors: Drs. John Mitchell and Michael Numan.

In addition, students have the opportunity to undertake a five-year, joint Psychology/Social Work Master's degree program. Psychology faculty advisor: Dr. Michael Moore.

A minor in Cognitive Science is also available. See the section on "Minors" in the College of Arts and Sciences section at the front of this catalog.

Interested students may obtain basic informational material from the Psychology main office, McGuinn 300-301.

Senior Thesis

The Department offers majors the opportunity to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in Independent Study, with a prospective thesis advisor during the junior year, to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 500 Senior Thesis in either or both semesters. Students whose theses are judged to be of exceptional merit will have "Senior thesis passed with honors" noted on their University transcripts. The Senior Thesis does not fulfill the majors' research methods practicum requirement, and students who plan to write a thesis are advised to complete their practicum before their senior year.

Psychology Course Numbering

000-009: Courses that do not satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.

010-069: Courses primarily for non-majors that satisfy the Social Science Core Requirement but do not provide credit toward completion of the Psychology major.

073-074: Introductory courses that are required for Psychology majors and that also satisfy the Social Science Core requirement for non-majors.

075–599: Courses primarily for undergraduate Psychology majors. These courses do not satisfy the Social Science Core requirement for non-majors.

600–699: Courses open to advanced undergraduates and graduate students.

700–above: Graduate level courses.

Regarding the Social Science Core Requirement:

Non-majors may fulfill the Social Science Core requirement with any Psychology course with a number between 010 and 074. These are the only Psychology courses that fulfill the non-major Social Science Core requirement.

COURSE OFFERINGS

PS 005 Application of Learning Theory* (F, S: 3)

Prerequisite: Consent of Learning to Learn Program

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

*Daniel Bunch
Dacia Gentilella
Kuni Uchida*

*This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.

PS 006 Supervised Fieldwork/Fall (F: 3)

This three-credit course will be a combination of internship and independent study. In some cases, students will be allowed to extend it for another semester (3 credits). Each student will be assigned an internship in one of the clinical, educational, industrial, or administrative establishments, depending on his or her interests, for one or two sessions a week, arranged in an initial interview with the professor and the institution of field placement. Every student will meet with his or her professor once every three weeks, and all the students enrolled in the course will meet together once every month for a class discussion. At the end of the semester, each student will be required to write a report/essay, eight to twelve typed pages, on the character of the internship undertaken (organization, type of work population) and evaluation of personal experience.

Boleslaw A. Wysocki

PS 007 Supervised Fieldwork/Spring (S: 3)

Prerequisite: Consent of instructor

This three-credit course will be a combination of internship and independent study. In some cases, students will be allowed to extend it for another semester (3 credits). Depending on his/her interests, each student will be assigned to an internship in a clinical, educational, industrial or administrative establishment, for one or two sessions a week, arranged in an initial interview with the professor and the institution of field placement. Every student will meet with his/her professor once every three weeks and all students enrolled in the course will meet together once

every month for a class discussion. May not be taken by students who have taken PS 297.20 or PS 298.20.

Boleslaw A. Wysocki

Core Courses

These courses satisfy the Social Science Core requirement for non-majors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

PS 010 Psychology and Social Issues (F: 3)

What contributions have psychologists—as theorists, researchers, and practitioners—made to the advancement of our understanding of real-life problems and phenomena? In considering issues such as social inequality, religious resurgence, family stability, deviance, social conflict, collective violence, etc., can we turn to Psychology for data and analysis that will be helpful in addressing such problems?

*Ali Banuazizi
William Ryan*

PS 050 Idea of Insanity (F, S: 3)

Ideas about insanity change dramatically over time and space—what causes it, what it is like, what to do about it. This course examines some of those ideas from different perspectives, with side trips into such issues as the philosophical problem of mind and body, the sociology of deviance, and such controversies as those surrounding the insanity defense and involuntary confinement. The course is about ideas, not about insanity.

William Ryan

PS 055 Fundamentals of Humanistic Psychology (F, S: 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

David Smith

PS 062 Psychobiology of Mental Disorders (F: 3)

Abnormal behaviors that are characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. A relaxation method is practiced in class. Lecture format.

Joseph J. Tecce

Note: Social Science Core credit is also provided by PS 073 and PS 074 (see Majors' Courses below).

Majors' Courses

The following courses may be taken by both majors and non-majors who have fulfilled the appropriate prerequisite; however, courses with numbers of 075 and above do not satisfy the Social Science Core requirement for non-majors.

Note: Courses are listed within general categories (General, Biopsychology, Cognitive Processes, Developmental Psychology, Personality and Clinical Psychology, Social Psychology, and Tutorials) and appear numerically within each category.

General

PS 073 Introductory Psychology I (F, S: 3)

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolution-

ary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought. Provides Social Science Core credit.

*Peter Gray
John Mitchell*

PS 074 Introductory Psychology II (F, S: 3)

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 073, but students are advised that taking PS 073 before PS 074 is preferred. The main purpose of the course is to introduce students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology. Provides Social Science Core credit.

*Donna Canavan
Peter Gray
Gilda A. Morelli*

PS 190 Statistics (F, S: 3)

This course will present an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of parameters, hypothesis-testing, t-scores, chi-square, analysis of variance, and simple correlation and regression. (The section of this course offered by Dr. Norman Berkowitz will meet for four class hours per week and provide 4 credits.) Students are required to fulfill a research participation requirement. *For majors only.*

*Hiram Brownell
Kavitha Srinivas*

PS 356 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate statistics course

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized that assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 358 Multivariate Statistics (S: 3)

Prerequisite: An introductory statistics course

This course provides a conceptual and practical introduction to multivariate statistics. Algebraic demonstrations are used to illustrate the inner workings of procedures, but otherwise the course content is not very mathematical, i.e., there are no discussions based on matrix algebra or calculus. The major focus is on multiple correlation and regression. Other procedures, which are covered in less detail as time permits, include principal components and factor analysis, clustering analysis, and multidimensional scaling. Analyses performed using statistical packages are discussed in detail. Also addressed are general research issues such as research design, the logic of hypothesis testing, and the role of statistics in psychology as a discipline.

Hiram Brownell

PS 500 Senior Thesis (F, S: 3)

Prerequisite: Consent of the Department

For majors who are writing senior theses. May be repeated.

The Department

Biopsychology**PS 140 Sensory Psychology (F: 3)***Prerequisite:* PS 073

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments. Students are required to fulfill a research participation requirement.

*Randolph Easton***PS 150 Physiological Psychology (F, S: 3)***Prerequisite:* PS 073 or BI 110–112 or BI 200–202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the following topics will be discussed: (1) neuropharmacology and the biological bases of mental illness, (2) neuroanatomy and neurochemistry of reward and reinforcement, (3) the physiological bases of thirst and body water regulation as an example of integrated homeostatic mechanisms, (4) neuroendocrinology and behavior, which will include discussions of the hormonal control of reproductive behavior and the biological contribution to behavioral sex differences, (5) the anatomy and physiology of learning and memory.

*Michael Numan***PS 151 Psychopharmacology: Behavior, Performance and Brain Function (S: 3)***Prerequisite:* PS 073

This course is concerned with how and where different drugs affect brain function and how this influences behavior. Drugs of abuse, such as opiates and psychomotor stimulants, as well as anti-anxiety, antipsychotic and antidepressant medications will be discussed. Discussion, however, will not be limited to how different compounds can control or ameliorate pathological conditions; such knowledge contributes to our understanding of normal brain function.

*John B. Mitchell***PS 170 Evolution of Behavior (S: 3)***Prerequisite:* PS 073 or a college course in biology

This course concerns the biological basis of behavior from an evolutionary perspective. It concentrates on the study of behavior in non-human vertebrates, with some discussion of invertebrates and humans. Although the course will focus on the study of behavior as a biological adaptation, it also includes a brief consideration of the mechanistic control of behavior and the psychobiology of behavioral development from an evolutionary perspective. The course begins with a review of the fundamentals of evolutionary theory, behavior genetics, and the concept of animal species. Subsequent topics that are discussed include foraging, territorial, and anti-predator behavior, reproductive interactions including parental care, communication behavior, mating systems, and animal sociality. The course ends with a consideration of the use of the evolutionary perspective for an understanding of human behavioral variations.

*Robert Coopersmith***PS 187 Neuropsychology (F: 3)***Prerequisite:* PS 073

This course provides an overview of the field of neuropsychology, which is the study of how

different parts of the brain work together to produce human cognition. A large part of the course examines how the effects of brain injury can be used to study a range of topics in language, perception, memory, thinking, and emotion. Often, injuries to different regions of the brain are associated with selective deficits. For example, injury to one part of the left hemisphere can disrupt a person's ability to produce and understand complete sentences while leaving relatively intact the ability to use single words. This rather restricted impairment highlights the different components that together make up human language ability. Thus, selective deficits can be used to evaluate theories of both normal and disrupted cognition. Specific topics covered in this course include etiologies of brain injury, neuropsychological assessment, word, sentence and discourse processing, speech prosody, visual perception, mental imagery, and emotion. There is some discussion of research with intact (non-brain-injured) humans and research with other species, but most of the course addresses the sequelae of brain injury in humans. Many of the readings are drawn from journal articles and other primary sources.

*Hiram Brownell***PS 200 Hormones and Behavior (F: 3)***Prerequisite:* PS 150 or PS 273 (BI 481), or permission of instructor

This course will explore the relationships between hormones, brain function and behavior. Topics will include the following: hormones, stress, and disease; neural and endocrine bases of seasonal breeding; hormonal control of sexual and parental behavior; hormones and aggression; the effects of hormones on nervous system development and behavior.

*Michael Numan***PS 250 The Physiological Basis of Memory (S: 3)***Prerequisite:* PS 150 or PS 273; PS 144 is recommended

Memory results from lasting changes in synaptic connections generated by the pattern of neuronal activity at the time that the memory was formed. The modifications that accompany memory formation may be as subtle as an altered ionic conductance or as conspicuous as the formation of new synapses. This course will present a discussion of how memory is encoded, stored and retrieved at several levels of biological complexity: the integrative functions of neural networks or systems, changes at the cellular level, and intracellular events that regulate and modify neuronal activity. Topics given particular emphases include the work of Kandel and Alkon on organisms with simple nervous systems, electrophysiological models of memory, and recent neural-network models of memory.

*John B. Mitchell***PS 273 (BI 481) Introduction to Neurosciences (S: 3)***Prerequisite:* One year of an introductory biology course, e.g., BI 200–202, (One year of general chemistry, e.g., CH 109–110, is also strongly recommended.)

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at

molecular, cellular, and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

*William Brunken**Michael Numan***PS 301 Research Methods Practicum: Biopsychology (S: 3)***Prerequisites:* PS 150 or PS 273; One of the following: PS 144, PS 151, PS 250 or PS 270

Students will receive instruction and experience in conducting research in biopsychology/behavioral neuroscience. Students, individually or in small groups, will be involved in the following: formulating a testable hypothesis, experimental design, reviewing relevant literature, data collection, data analysis and reporting their findings in both written and oral form. The research will address questions such as the effects of experience on neurochemical responses, the effects of drugs on behavior and learning, the neuroanatomy of memory, the operation of neural networks, and the relationship between specific brain circuits and behavior. The research topics will be decided at the beginning of the semester by the individual groups in consultation with the instructor. The actual research will be conducted on computers, rather than using animals as subjects. That is, the experiments will involve testing the experimental hypotheses using computer models and data bases containing information on brain structures, functions, and physiological and chemical records. Students will not be required to develop their own computer programs or models. Seminar format. *For majors only.*

*John B. Mitchell***PS 306 Research Methods Practicum: Social Psychology (S: 3)***Prerequisite:* PS 131 or PS 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental method although other methods such as naturalistic observation and field studies will be described. *For majors only.*

*Marianne LaFrance***PS 337 Developmental Psychobiology (F: 3)***Prerequisites:* An introductory course in Biology and PS 150 or BI 481

This course will examine internal and external environmental influences on the development of the nervous system and behavior. The course will begin with general overview of how the nervous system develops. Molecular neurobiological principles will be introduced to show how intracellular signals can activate or repress genes so that neuron development is modified. Environmental influences modify brain development by impacting on these molecular mechanisms. After this background, the course will proceed to examine the following: (1) sexual differentiation of the nervous system and behavior; (2) prenatal and postnatal influences on the development of sensory systems and perception; (3) developmental

neurobiological underpinnings of song learning and imprinting in birds. The course will conclude by examining whether neural plasticity during early development can provide us with information on the mechanisms involved in the neural modifications that underlie learning and memory in adult organisms.

Robert Coopersmith

PS 662 Health Psychology (F: 3)

Prerequisite: Permission of instructor

The role of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders is discussed in the context of clinical and basic research. A relaxation method is practiced in class.

Joseph J. Tecce

Cognitive Processes

PS 143 Perception (S: 3)

Prerequisite: PS 073; Recommended: PS 140

The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference versus Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will emphasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

Randolph D. Easton

PS 144 Learning (F: 3)

Prerequisite: PS 073

The question addressed by this course is how experience with biologically significant stimuli influences the way in which an organism interacts with the environment. Although the emphasis will be on Pavlovian conditioning and instrumental learning in non-human vertebrates, the course will take a broad evolutionary approach beginning with the simplest forms of learning among invertebrates and concluding with the implications of learning theory for human behavior and behavior change. The importance of an organism's ecological niche, and the evolutionary predispositions and constraints on learning will be emphasized.

Robert Coopersmith

PS 147 Cognitive Psychology (F, S: 3)

Prerequisite: PS 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Michael Moore

Jeanne Sholl

Kavitha Srinivas

PS 201 Introduction to Cognitive Science (F: 3)

As an enduring mystery that continues to challenge our understanding, the mind has become one of the main topics on the agenda of modern science. Several disciplines—philosophy, psychology, artificial intelligence, linguistics, neuro-

science, and anthropology—have a tradition of studying different aspects of the mind. This introductory course will focus on the historical developments within these disciplines that have resulted in the new field called cognitive science. In addition, some specific topics will be studied in more detail.

No specific knowledge of the disciplines involved is required. This course is recommended for students interested in the cognitive science minor.

Joop Schopman, H.F.M., S.J.

PS 243 Introduction to Blindness and Visual Impairment (S: 3)

This course will give students an overview of the causes and consequences of total blindness and low vision, both congenital and acquired. Implications for perception and for psychosocial development and adjustment will be emphasized. The service delivery systems for education and rehabilitation will be examined. Simulation of total blindness and low vision will be an integral part of the course.

Billie Louise Bentzen

PS 261 (SL 361) Psycholinguistics (F: 3)

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language.

Some background in Linguistics or Psychology is desirable.

Margaret A. Thomas

PS 311 Research Methods Practicum: Cognitive Processes (F: 3)

Prerequisite: PS 143 or PS 147

In this course students will acquire hands-on experience in conducting research designed to answer questions such as the following: What cognitive factors differentiate people who have a poor sense of direction from people who have a good sense of direction? How do people mentally organize their spatial knowledge of the local environment? Why are men generally better at visual-spatial tasks than women? How can memory ability be enhanced? In the course of conducting research, students will learn the principles of good experimental design.

For majors only.

Jeanne Sholl

PS 320 Research Methods Practicum: Language and Cognition (F: 3)

Prerequisites: PS 190, either PS 143, PS 147, PS 261, or PS 131

This course is designed to give students hands-on experience carrying out psychological research. Students will work individually or in small groups and will participate in all phases of the research process, including reviewing relevant literature, formulating a testable hypothesis, designing a study, testing subjects, analyzing and interpreting data, and presenting the results in oral and written form. Students will write both a research proposal and a final research report, and they will make an oral presentation based their project. The substantive question to be studied is how people use language to organize and communicate their thoughts and feelings about the world. The specific topics of research projects, which will be decided at the beginning of the semester, will

vary. Representative topics include the following: function of non literal language; how (non literal) language is processed; how do people produce and understand stories, jokes, or conversations; and how do people use and represent word meaning.

Andre de Groot

PS 322 Research Methods Practicum: Memory (F, S: 3)

Prerequisite: PS 190

This course is an introduction to research methods in the area of human memory. Topics covered will include hypothesis testing, development of a research question, analysis of data, presentation of the data in a form suitable for publication, and oral presentation of data in a form suitable for a professional conference. Research projects will be conducted by small groups of students on issues related to implicit memory and object recognition. The projects will require development of stimuli on computers, as well as the use of existing software for the control of display and timing.

For majors only

John Schwoebel

PS 356 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate statistics course

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized that assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 382 Advanced Topics in Social Psychology (F: 3)

Prerequisite: PS 131 or consent of instructor

This course will focus on exploring classic and contemporary issues in social psychology as well as investigating the role such issues play in real-world concerns. Topics include social cognition, emotion and social behavior, gender and power, verbal and nonverbal communication, cooperation and conflict, dyadic and inter-group relationships and the social self.

Marianne LaFrance

PS 384 Advanced Topics in Cognition and Perception (S: 3)

Prerequisite: PS 147 or PS 143

This is an advanced undergraduate seminar course that will cover topics in the area of perception, memory, and language. Sample course topics include Gibson's approach to perception, Marr's computational approach, spatial cognition, short-term and long-term memory, implicit and explicit memory, neuropsychology of language, and parallel distributed processing.

Kavitha Srinivas

PS 385 Advanced Topics: Aspects of Inequality (S: 3)

Prerequisite: Consent of instructor

An intensive seminar for graduate and advanced undergraduate students. Consideration of (1) the concept of equality and (2) specific issues to be chosen from such topics as the underclass debate, housing and homelessness, and health care, with particular emphasis on research by social scientists.

William Ryan

Developmental Psychology

PS 044 Psychology of Art and Creativity (S: 3)

This course examines the psychological processes involved both in the creation of art and in our

response to art. We will investigate how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

PS 136 Developmental Psychology (F, S: 3)

Prerequisite: PS 073 or PS 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore

Amy Tishelman

PS 234 Advanced Developmental Psychology (F: 3)

Prerequisite: Consent of the professor

Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

Michael Moore

PS 305 Research Methods Practicum: Developmental/Cognitive (S: 3)

Prerequisite: PS 136 or PS 147

Designed to help students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects. *For majors only.*

Michael Moore

PS 313 Research Methods Practicum: Developmental Psychology (F: 3)

Prerequisite: PS 136

Students conduct an experiment on an important topic in cognitive development. Students contact daycare centers and test children in a variety of centers in the local area. Students participate in the entire experimental process, from review of background literature, design of study, testing of children, analysis of data, write-up of the study in standard, APA journal format, and presentation of the research at the Practicum Conference at the end of the semester. *For majors only.*

Ellen Winner

PS 315 Research Methods Practicum: Social Development (S: 3)

Prerequisites: PS 136, PS 190 and working knowledge of the VAX mainframe

This course is designed to provide students with the opportunity to become knowledgeable in the principles guiding research in developmental psychology through active involvement in designing and conducting research. Students will work in small groups to examine questions related to understanding the role of contextual/cultural factor in guiding social interaction and development. Topics will vary depending on the availability of children. Research will be conducted using primarily observational techniques and/or structured interview. *For majors only*

Heide Verhoef

PS 328 Research Methods Practicum: Intergroup Conflict and Cooperation (F: 3)

Prerequisite: PS 131

This course is designed to give students hands-on experience in conducting their own research projects in social psychology. The course will review the stages of the research process used by social psychologists, with special focus on the experimental method. Students will work in small groups to design and carry out their own study. Students will be assigned readings about intergroup conflict and cooperation. With the supervision and help of the instructor, they will develop their own hypothesis/hypotheses, design a study (usually an experiment) to examine it/them, conduct the study, analyze their data, and write a report. Each research team will present an oral report in a Research Methods Practicum Conference at the end of the semester.

Nadim Rouhana

PS 329 Research Methods Practicum: Power and Identity (F: 3)

Prerequisites: PS 131, PS 190

This course is designed to present basic research methodology and theory through course work and completion of a research project. Students will learn basic experimental methods used by social psychologists, with an emphasis on the study of human groups. The research project conducted by students will investigate the effect of power disparity on the experience of conflict between groups.

Sharon Morrison

PS 331 Research Methods Practicum: Cultural Psychology (S: 3)

This course will consider the usefulness of various research methods for learning about how people make sense of the world from their own cultural perspectives. The relationship between cultural perception and the study of behavior will be explored as students conduct a research project in a small group. Research which students will design, carry out, and analyze, will focus on cultural identity, self-awareness, and intercultural social perception. *For major only*

Alison Noyes

PS 350 Cultural Context of Child Development (F: 3)

Prerequisite: PS 136; PS 145 is strongly recommended

The course examines the developing child from a cultural perspective. Topics related to the role sociocultural features play in arranging the daily lives of children, and how children appropriate the skills and competencies needed to be functioning members of their community will be examined. The perspective guiding the selection of reading materials is that knowledge emerges by active participation in day-to-day routines of the community. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, psycholinguistics, everyday cognition, and education and the transmission of knowledge. This course provides Cultural Diversity Core credit.

Gilda A. Morelli

PS 380 Advanced Topics in Developmental Psychology (F: 3)

Prerequisites: PS 073, PS 136

This seminar explores major theories and issues in both cognitive and social developmental psychology. The seminar provides an overview of

the current state of the field of developmental psychology. The course is open to advanced undergraduates as well as graduate students.

Ellen Winner

Personality and Clinical Psychology

PS 101 Personality Theories (F, S: 3)

Prerequisite: PS 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnab Canavan

PS 139 Abnormal Psychology (F, S: 3)

Prerequisite: PS 073 or PS 074

Beginning with divergent contemporary views of the meaning of abnormal in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed, and an overview of the current approaches to the resolution of the problem of psychopathology will be offered.

Ramsay Liem

Karen Rosen

PS 209 Clinical Psychology (F: 3)

Prerequisite: PS 139

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

Karen Rosen

PS 211 Family Violence (F: 3)

This course will review research, assessment, treatment, and current controversies in the area of family violence. The class will focus on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

Amy C. Tishelman

PS 265 Psychological Assessment (S: 3)

Prerequisite: PS 074; *Recommended:* PS 101

The course will emphasize issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional devices, including a variety of structured (objective) and unstructured (projective) techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

Amy C. Tishelman

PS 281 Sports Psychology (S: 3)

Prerequisite: Any Psychology course or consent of instructor; juniors and seniors only

The course will include the following: (1) the assessment of individual and team psychological factors that interfere with peak performance, (2) various approaches to enhance athletic performance, (3) the effects of family and peer pressure, (4) coping with poor performance and injury, (5) anecdotal and experimental evidence, and (6) guest speakers such as athletes and coaches.

Harvey Dnlberg

PS 282 Clinical Field Work in Psychology/Fall (F: 3)

Prerequisite: Permission of the instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with a real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement where they will be working with a population of patients of their choices of ages (e.g., children, adolescents, adults) and settings (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison) will be chosen to meet students' needs and area of interest. Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to patients, including: professional ethics, client rights and confidentiality, professional relationships and liabilities, the training and licensure of therapists, issues in supervision and consultation, issues in theory, practice and research with clinical populations, ethical concerns in multicultural counseling, therapeutic issues when working with special populations (e.g., lesbian and gay couples, parents of children with physical disabilities), ethical issues in marital and family therapy, and the effectiveness of psychotherapy.

Karen Rosen

PS 335 Advanced Seminar: Social and Emotional (S: 3)

Prerequisite: Developmental Psychology

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

Karen Rosen

PS 376 Self, Ethnic Identity, and Asian American History (F: 3)

Prerequisite: Permission of the instructor

This course is designed to explore Asian American history from the perspective of identity formation among Asian Americans. Asian traditions and culture along with the historical experiences of Asians in America will be examined in conjunction with the psychological literature on self and ethnic identity. As a second historical

source, students will conduct oral histories with family members ideally intergenerationally. Participants will also have an opportunity to learn first hand about contemporary issues facing Asian American communities in the Boston area. The course will be conducted in a seminar format in which students play an active role in facilitating discussion. Enrollment will be limited to 15. This course provides Cultural Diversity Core credit.

Ramsay Liem

Social Psychology**PS 125 (EN 125) (SC 125) Introduction to Feminisms (F, S: 3)**

This class will introduce students to terms and concepts that ground feminist theory and gender analysis to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic tests in Women's Studies. It will also combine brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

Ellen Friedman

PS 131 Social Psychology (F, S: 3)

Prerequisite: PS 074

A review of the research literature on how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

Marianne LaFrance

Nadim Rouhana

PS 210 Interpersonal Relations (F: 3)

Prerequisite: PS 074

The goal of this course is to provide understanding of interpersonal and group processes through examination of the students' own experiences in a laboratory group that meets weekly throughout the semester. In addition, each student will join a committee that will make three reports on aspects of group structure and process as these are evidenced in the laboratory group. The reports will combine theory, observations, the presenters' own laboratory group experiences, and any additional data. Topics may include problems in group formation, group goals, status and influence, leadership, sociometric structure, norms, conflict, subgroups, communication, feedback and attributional perspectives, etc.

Norman Berkowitz

PS 225 Psychology of Women (F, S: 3)

Prerequisite: PS 074, SC 001 or EN 125

The course is concerned with examining psychology's past and current approach to understanding the behavior of girls and women. Topics include the development of sex-role identity, sex differences in cognitive, emotional, and social functioning, as well as exploration of the life experiences unique to women. Throughout, particular attention will be directed toward the impact of stereotyping and sexism.

Judith Dempewolff

PS 248 Attitudes and Social Influence (F: 3)

Prerequisite: An introductory course in psychology

A review of classic and contemporary approaches to attitudes and persuasion: conditioning and modeling; message learning; cognitive and motivational approaches; and theory of reasoned action. Attitude measurement and prediction. Relationship between attitude and action. Social attitudes and social influence as central analytic tools in understanding stability and change in people's relationship to social systems and political environments. Conformity to group standards; obedience to authority; perceived legitimacy of social systems. Influence processes in persuasive communication and brainwashing.

May not be taken by students who have previously taken PS 148.

Nadim Rouhana

PS 256 Theory and Application in Group Dynamics (S: 3)

Prerequisite: PS 074 or consent of instructor

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings, and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership.

Norman Berkowitz

PS 279 Advanced Psychopathology: Sociocultural Perspectives (S: 3)

Prerequisite: PS 139 or consent of instructor

This course explores important social and cultural perspectives on the definition, cause and treatment of psychological impairment. Approaches emphasizing both the more immediate, micro contexts of psychological disorder such as the family and those concerned with broader socioeconomic conditions (e.g., social class or the state of the economy) will be addressed. An effort will be made to compare not only the level of social process emphasized in each of these perspectives but also differences in the basis dynamics they focus upon, e.g., stress, attributions, labeling, institutional dynamics. Special topics such as the mental health of women and minorities, cross-cultural perspectives on mental illness, and human rights and mental health will be covered, based on the interest of students.

Ramsay Liem

PS 310 Research Methods Practicum: Group Dynamics (F: 3)

Prerequisite: PS 131 or PS 256

This course is devoted to familiarizing students with all phases of the research process from formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem.

For majors only.

Norman Berkowitz

PS 336 Social Psychology of Conflict (S: 3)*Prerequisite:* Consent of instructor

Social psychological theories of the origins, development, intensification, and resolution of conflict at the personal, interpersonal, and intergroup levels will be examined. Concepts of social identity, life space, group membership potency, group boundaries, attribution, and cognitive schema will be employed extensively in these analyses. Potential effects of conflict at one level on the manifestation of conflict at other levels will be explored. Applications to current interpersonal, organizational, and societal conflicts will be encouraged.

*Norman Berkowitz***PS 381 Advanced Topics in Cultural Psychology (S: 3)***Prerequisite:* Permission of the instructor

This seminar reviews some of the major conceptual and methodological issues in the emerging field of cultural psychology. The topics include cognition, emotions, the self, gender roles, ethnic identity and conflict—all of which will be considered in their particular relationship to different Western and non-Western cultural traditions. In the case of each topic, the extent to which psychological processes, at both the individual and collective level, develop or are transformed by specific sociocultural environments will be explored. Given the inherently interdisciplinary orientation of cultural psychology, readings for the course will be drawn from the literature of anthropology, sociology, history, as well as psychology.

The course will be limited to advanced undergraduates or graduate students concentrating in any of the social science disciplines. Enrollment will be limited to 15.

*Ali Bannazizi***PS 600 (SC 378) (SW 600) Introduction to Social Work (F, S: 3)**

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the

relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups and communities and their problems. The course also examines the current policies and programs, issues and trends of the major settings in which social work is practiced. *For majors only.*

*Regina O'Grady-LeShane***PS 721 (SW 721) Human Behavior and the Social Environment (F: 3)**

This Graduate School of Social Work course does not satisfy the Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor only.

A foundation course in which the unifying theme is the concept of self as a complex of biopsychosocial forces that becomes synthesized through the integrative functions of the human ego. The person is viewed as a social being who is interacting with an interpersonal and institutional environment that not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extrafamilial systems that may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized method of learning in which students may move at their own pace in mastering required content.

*The Department***Tutorials****PS 292 Seminar in the Teaching of Psychology/Fall (F: 3)***Prerequisite:* Consent of instructor

This course is designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible

for aiding psychology professors in planning demonstrations and grading examinations. *By arrangement*

*The Department***PS 293 Seminar in the Teaching of Psychology/Spring (S: 3)***Prerequisite:* Consent of instructor

This course is designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations. *By arrangement*

*The Department***PS 297 Undergraduate Independent Study/Fall (F: 3)***Prerequisite:* Consent of instructor

PS 297 and 298 offer a student the opportunity to study independently a topic of personal interest under the supervision of a faculty member of his/her choice within the Department. The student and instructor will choose the nature of the readings and related activities involved as well as the precise form of the scholarly work.

*The Department***PS 298 Undergraduate Independent Study/Spring (S: 3)***Prerequisite:* Consent of instructor

PS 297 and 298 offer a student the opportunity to study independently a topic of personal interest under the supervision of a faculty member of his/her choice within the Department. The student and instructor will choose the nature of the readings and related activities involved as well as the precise form of the scholarly work.

The Department

ROMANCE LANGUAGES AND LITERATURES

FACULTY

Joseph Figurito, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

Joseph D. Gauthier, S.J., *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Guillermo L. Guitarte, *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Marie L. Simonelli, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

J. Enrique Ojeda, *Professor*; Licenciado, Universidad Católica Del Ecuador; A.M., Ph.D., Harvard University

Rebecca M. Valette, *Professor*; A.B., Mount Holyoke College; Ph.D., University of Colorado

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Ourida Mostefai, *Associate Professor*; Licence de Lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Associate Professor*; Chairperson of the Department; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Betty Rahv, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Irene Mizrahi, *Assistant Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, S.J., *Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Harvard University

Mary Ellen Kiddle, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California at Berkeley; Ph.D., Brown University

Brian O'Connor, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Debbie Rusch, *Senior Lecturer*; B.A., M.S., University of Wisconsin

Andréa McColgan Javel, *Lecturer*; B.A., University of Dayton; M.A., Université René Descartes, Paris; M.Ed., Harvard University



PROGRAM DESCRIPTION

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in the discipline may concentrate in any of the above languages, literatures, and cultures. Students must have the courses taken for their major approved by their advisors in the Department. Thirty credits must be completed by majors within the following curriculum of courses:

French Major

- French Critical Reading and Writing—RL 305-306 (6 credits)
- Masterpieces of French Literature—RL 307-308 (6 credits)
- Four Advanced Courses in French literature or culture beyond Masterpieces (above 400 level) (12 credits)
- Two electives to be chosen from the following (6 credits):

Phonetics (3 credits); Additional Advanced Courses—above 400 level (3 credits each);

Immersion Courses (3 credits each); Department Courses in Conversation (3 credits each);

Department Courses in Culture (3 credits each).

Italian Major (Class of 1998 and subsequent classes)

- Italian Conversation, Composition, and Reading—RL 213-214 (6 credits)
- Five Advanced Courses in Italian literature or culture—above 500 level (15 credits)
- Three electives to be chosen from the following (9 credits):

Especially recommended—The Cultural History of Italy I and II—380-381 (3 credits each);

Additional Advanced Courses—above 500 level (3 credits each);

Department Courses in Conversation (3 credits each);

Department Courses in Culture (3 credits each).

Spanish Major

- Spanish Critical Reading and Writing—RL 325-326 (6 credits)
- Masterpieces of Peninsular Spanish Literature—RL 327-328 (6 credits)
- Four Advanced Courses in Spanish literature or culture beyond Masterpieces (above 600 level) (12 credits)

Note: All Spanish majors beginning with the Class of 1998 are required to take RL 606 Voices of Spanish America as one of these four advanced courses in literature/culture. Spanish majors graduating before 1998 are also encouraged to take this course.

- Two electives to be chosen from the following (6 credits):

Phonetics (3 credits); Additional Advanced Courses—above 600 level (3 credits each);

Immersion Courses (3 credits each); Department Courses in Conversation (3 credits each);

Department Courses in Culture (3 credits each).

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses may be taken by both undergraduate and graduate students; 700, 800, and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

Note: Although approved courses taken abroad may satisfy major requirements, Romance Languages and Literatures majors are required to take at least two advanced literature and culture courses at Boston College during their senior year.

GENERAL INFORMATION

It is recommended, particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Masterpieces of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to

take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Director of Undergraduate Studies of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the cultural and literary discourse in French, Italian, and Spanish speaking countries. In addition, the department has created a number of courses for inclusion in the A&S Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. First and foremost—as the department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context—Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order better to meet and to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

The following courses will satisfy the Core requirement in Literature during 1996-97:

RL 348 Les Français et les peuples de l'Amerique (F) *Jeff Flagg*

RL 364 The Literary Voyage of Exploration (F) *Stephen Bold*

Cultural Diversity Core

Although Romance culture has traditionally sprung from a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Spanish and French language cultures in South America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement. The following courses will satisfy the Core requirement in Cultural Diversity during 1996-97:

RL 335 The Hispanic-American Experience (S) *Gene Kupferschmid*

RL 348 Les Français et les peuples de l'Amerique (F) *Jeff Flagg*

RL 360 Littérature et culture du Maghrebine (S) *Nelly Rosenberg*

RL 603 Spanish American Novel (S) *Harry L. Rosser*

RL 606 Voices of Spanish America (S) *J. Enrique Ojeda*

RL 670 Spanish American Civilization (F) *Harry L. Rosser*

RL 980 Spanish Visions of America: Old Texts and New Perspectives (S) *Harry L. Rosser*

Honors Program

The Honors Program offers its majors a unique opportunity to conduct research on a topic of their choice and to write a thesis under the guidance of a faculty member in the department. Students admitted into the program will be assigned a Thesis Director under whose direction they will work throughout their senior year.

Students must be declared majors in the Department of Romance Languages and Literatures and must maintain a grade point average of 3.2 or higher. Students who meet the above requirements and who have exhibited the maturity and discipline that independent work requires will be nominated by faculty members and invited to meet with the Program Coordinator during the semester preceding their enrollment into the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area that they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, please contact the Honors Program Coordinator: Professor Irene Mizrahi.

The Immersion Program in Foreign Languages

Qualified students may choose from a series of required or elective courses conducted entirely in the French language or the Spanish language. The Departments of History and Political Science offer courses in the foreign language taught by native or bilingual speakers. Coordinating courses in the Department of Romance Languages are offered.

For course descriptions of Romance Language offerings, see the course listing below. For other sources, check under the department in question.

French

- HS 087-088 Europe 1500-1789 (F: 3-S: 3)
Radu Florescu
- RL 320 Le Français des Affaires (S: 3)
Nelly Rosenberg
- RL 348 Les Français et les peuples de l'Amérique (F: 3)
Jeff Flagg

Spanish

- RL 321 El español de los negocios (S: 3)
Mary Ellen Kiddle

Minor in Italian Studies

The Minor in Italian Studies, an interdisciplinary program created by the Department of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role that the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present, a broad range of studies on the developments in painting, sculpture and architecture from Early Medieval times to the present, Italian film, and a study of the great works of Italian literature.

Refer to the Minors section under the College of Arts and Sciences section at the beginning of this Catalog for course requirements.

COURSE OFFERINGS

Offerings in French 1996-97

RL 009-010 Elementary French I and II (F: 3-S: 3)

(Students with prior French experience admitted only by placement test.)

This beginning course is designed for students with no prior French experience, as well as those who have had some high school French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in French.

*Andrea Javel
The Department*

RL 011-012 Elementary French Practicum I and II (F: 3-S: 3)

(Required of students with no prior experience in French. Open to others only by permission of the coordinator.)

This intensive one-hour supplementary course gives "real beginners" the extra conversation practice they need to maintain the pace of Elementary French. Offered only in conjunction with RL 009-010.

The Department

RL 042 Intensive Elementary French for Oral Proficiency (S: 6)

(Open to students with prior no experience in French.)

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities. The course meets four days per week (75 minutes each class). Classes are conducted in French.

Cynthia Nicholson Bravo/Margaret Flagg

RL 109-110 Intermediate French I, II (F: 3-S: 3)

Prerequisite: RL 010 or RL 042 or admission by placement test

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into French culture worldwide. Students will have the opportunity to work with video, films, and other recordings. Classes are conducted in French.

Andrea Javel/The Department

RL 182 Intensive Intermediate French for Oral Proficiency (F: 6)

Prerequisite: RL 010 or RL 042 or permission of the instructor

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational

skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class). Classes are conducted in French.

Cynthia Nicholson Bravo/Margaret Flagg

RL 209-210 French Conversation, Composition and Reading I, II (F: 3-S: 3)

Prerequisite: RL 110 or RL 182 or admission by placement test

This course will focus on the further development of oral and written language skills. Films, videos, selected literary and cultural readings, including the Internet, will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad. Classes are conducted in French.

*Norman Araujo
The Department*

RL 300 (EC 396) (HS 192) (PO 520) The European Experience (Summer: 3)

See course description in the Political Science section of this catalog.

RL 301 Boston's French Connections (S: 3)

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield, and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and France. This course will explore the development of Boston's French connections through an examination of newspaper articles, diaries, letters, essays, paintings, architectural works and historic sites. Conducted in French.

Jeff Flagg

RL 303 French Phonetics and Oral Expression (F: 3)

This course has two objectives: (1) to help students acquire a correct, standard French pronunciation, and (2) to introduce students to French phonology. Emphasis will be placed on the articulatory and acoustical features of French sounds and comparisons between French and English prosody. Class instruction is supplemented by required laboratory work. This course is particularly recommended for students who are planning to teach French to speakers of English.

Norman Araujo

RL 305-306 French Critical Reading and Writing I, II (F: 3-S: 3)

Prerequisite: CCR or 4 years of high school French

This course proposes to deepen the student's mastery of the structures of written French as well as to introduce the techniques of textual analysis. In order to prepare the students for a wide range of exercises in written composition, selected topics of advanced grammar and stylistics will be examined in context. Special attention will also be given to the enrichment of the student's active vocabulary. As they develop analytical reading skills, students will use a wide variety of textual models for their own writing. The first semester emphasizes descriptive written exercises, and the second semester emphasizes narrative and criti-

cal modes of writing. This is a required course for all French majors. Conducted in French.

Stephen Bold
Matilda T. Bruckner
Ourida Mostefai

RL 307-308 Masterpieces of French Literature I, II (F: 3-S: 3)

Prerequisites: RL 305-306

This course is an introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

Ourida Mostefai

RL 319 La France dans la communauté européenne (F: 3)

Prerequisite: Permission of instructor required

The boundaries of France today go beyond the limits of the hexagone. As a charter member of the European Community, France is an active participant in one of the boldest efforts of the twentieth century that has already begun to shape the 21st century: harmonious cooperation among European nations. An understanding of France's institutions, traditions and vision will facilitate the understanding and appreciation of France's contribution to the new European venture that has already demonstrated its impact on the entire world. Reading of selected texts and dossiers of representative writers, historians and sociologists provides a background for the understanding of present-day France and its institutions. Class discussion is supplemented by oral and written exposes. Conducted in French.

Nelly Rosenberg

RL 320 Le Français des Affaires: Le Français Economique et Commercial (S: 3)

Prerequisite: Permission of instructor required

Designed for students interested in international business affairs who intend to work or travel for business in French speaking countries. Includes an introduction to the French vocabulary and syntax specific to economics, politics, and business. Oral and written comprehension of dossiers of "Le monde économique" et "Les Echos" will be discussed. Students will study the functioning of French enterprises, write business letters, and translate documents. Review of the essential grammatical structures of the French language and training in oral and written business documents: "the intangibles" that make this business different from their American counterparts. Students enrolled may take the Paris Chamber of Commerce and Industry exams and obtain an official certificate attesting to their proficiency in French for Business. Conducted in French.

Nelly Rosenberg

RL 331-332 Writing Tutorial I, II (F: 3-S: 3)

This is offered in conjunction with RL 305-306 French Critical Reading and Writing I and II. By arrangement only after the semester begins. Includes individual work with a writing tutor for students whose written French is in need of improvement.

The Department

RL 333 The French Middle Ages in Film (F: 3)

This course will explore how the French Middle Ages and its greatest stories continue to inspire retellings and reinterpretations in the modern medium of film. Cinema offers us new views of medieval models from Tristan and Iseult's great love story to the dance of death, from Arthur's Camelot and the quest for the Grail to Joan of Arc's Passion. We will be comparing cinemagraphic and verbal approaches through selected readings and films. Class is conducted in French.

Matilda T. Bruckner

RL 334 Lyon, Cultural Crossroad of France (F: 3)

Renowned for its cultural heritage from the earliest incursions into France by Julius Caesar, Lyon first became the capital of all Gaul; then served as a thriving gateway through which the Italian Renaissance passed from southern to northern European countries, and as an international crossroad from eastern France to Geneva and further west. Today Lyon remains a fascinating example of urban renovation as well as an international cultural and intellectual crossroad. We will study Lyon's architectural, historical, and literary impact on the history of ideas in Europe through texts, slides, and readings from renowned Lyonnais authors such as Rabelais, Marot, Scève, and Labé as well as through topics concerned with the freedom of conscience and the individualism of the Lyonnais through the ages. Taught in French, this course is recommended for those especially interested in cultural studies.

Betty Rabu

RL 347 Paris Aujourd'hui: Comment s'y prendre (F: 3)

An entirely new way to discover Paris, to perfect your French and to "interact" with real Parisians through an innovative computer-based technology using a videodisc that permits each student to become the central figure in his or her quest throughout the city for lodging. Each student will learn to understand contemporary French culture through verbal, visual and non-verbal methodology that includes both "immersion" and "exploration" techniques. Initially interacting with Philippe, a university student who is looking for an apartment in Paris during the "video mode" of this program, each student eventually must become an active independent agent who strikes out on his/her own during the "fixed image" mode to determine the tasks to accomplish and the order in which they must be accomplished. There are no right or wrong solutions; every student must exercise his or her own judgment because the unraveling of Philippe's story depends on each individual's decisions. Recommended for undergraduates planning to spend their Junior year in France. Conducted in French. Permission of instructor required.

Betty Rabu

RL 348 Les Français et les peuples de l'Amérique (F: 3)

(This course has been designed to satisfy the Core Requirements in Literature and Cultural Diversity.)

Prerequisite: RL 210 or equivalent

This course will examine French perspectives on the peoples of the New World, or the Americas, through a close reading of and interaction

with a limited number of texts selected from a variety of disciplines.

From the early modern period to the present, letters, travel accounts, sketches, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. The class will study a selection of these texts closely and in detail. After determining the contents of each text and analyzing its style, students will interact with specialists from disciplines such as history, theology, fine arts, sociology, and political science as they demonstrate their reading of the text through the application of their discipline's lens or specific methodology. The class will then confront the text again, reconsidering it in the light of these multifaceted readings. Conducted in French.

Jeff Flagg

RL 350 Les Français à travers leurs romans (S: 3)

The development of oral and written expression through the reading and analysis of selected texts: A. Fournier, F. Mauriac, Simone de Beauvoir, A. Camus, J.P. Sartre, Colette, M. Duras. The course examines the way the French have perceived life in its various aspects, past and present. Review of grammar is integrated in the oral discussions or written materials. Conducted in French.

Nelly Rosenberg

RL 360 Littérature et culture du Maghreb (F: 3)

Prerequisite: Permission of the instructor required

A lecture and discussion course on the historical and aesthetic evolution of the Francophone literature of the Maghreb, through analysis of the works of contemporary writers such as the following: A. Memmi, A. Camus, M. Cardinale, K. Yacine, M. Dib, Driss Chraïbi and Tahar ben Jelloun. Class discussion will be based on the creative works in the socio-political framework of colonization and decolonization. The approach is one of open dialogue between the students and the instructor. Conducted in French.

Nelly Rosenberg

RL 364 The Literary Voyage of Exploration (F: 3)

(This course has been designed to satisfy the Core Requirement in Literature.)

This course will focus on an important sub-genre of modern literature in Europe: the fictional voyage of exploration. From Rabelais and More to Carroll and Calvino, many Western thinkers have turned to the novel of discovery in order to represent the explorations in thought that could not be easily expressed otherwise, for reasons of logic, difficulty, or ideology. The readings will include More's *Utopia*, parts of Rabelais' *Gargantua and Pantagruel* and Cyrano's *Voyage to the Moon*, Voltaire's *Micromégas*, Chateaubriand's *René*, Carroll's *Alice and Through the Looking Glass*, Borges' "Garden of Forking Paths," and Calvino's *If on a winter's night a traveler*.

The course will be conducted entirely in English. For books originally written in French, Spanish, or Italian, students who can read the works in the original language will be encouraged (though not required) to do so.

Stephen Bold

RL 376 Conversational Approach to Modern France (S: 3)

This course is designed to familiarize students with the political and social features of contemporary France while helping them develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and magazines) we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions and further their command of spoken French by engaging in structured dialogues based upon real-life situations. Conducted in French. *The Department*

RL 403 Introduction to Linguistics for Students of French (S: 3)

Prerequisite: RL 306

This course will be based primarily on an in-depth reading of Saussure's *Cours de linguistique générale*, a seminal text not only for the development of modern linguistic theory but also for 20th century critical discourse, especially (but not only) in France. The student will acquire a basic knowledge of the central topics in modern descriptive linguistics (phonology, morphology, syntax, semantics, and pragmatics), especially as applied to the study of the French language. In addition, we will survey important texts of French structuralism (e.g., articles by Barthes, Todorov, Lévi-Strauss, and Jakobson) to see how the idea of language's structure has influenced modern theories of literary criticism. At the end of the semester we will consider linguistic readings of literary texts as well as their critique in what is called post-structuralism. Conducted in French.

Stephen Bold

RL 404 Paris: Le quartier du Marais (S: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

A new way to explore the cultural aspects of France—past and present—by means of slide-lectures enhanced by an interactive computer program that allows students to explore the oldest and richest quarter of Paris, the Marais. They may do so either *chronologically*—in its linear historical development, or *topically*—according to a single theme, such as art and architecture; government; politics; daily life: the nobility, the people, women and the family. The *Quartier St. Gervais* videodisc offers not only in-depth access to the riches of the Marais from the Middle Ages to the present, but also opens cultural vistas through maps, slides, photos, interviews, and texts that permit the student to circulate freely in this venerable section of Paris. Students are encouraged to embark upon innovative projects such as a photo album of the area from any one of the multiple perspectives suggested or an original video-documentary on a single topic. Conducted in French. *Betty Rabv*

RL 409 Prison, Trial, and Judgment in the French Novel (F: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

This course will focus on the theme of imprisonment in selected novels of the nineteenth and twentieth centuries, examining in each case the social, moral, and artistic implications of the author's treatment of the subject matter. Readings will be drawn from works of Hugo, Stendhal, Malraux, and Camus. Conducted in French.

Norman Araujo

RL 410 Fairies, Mortals and Monsters (S: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

This is a seminar for undergraduates only designed to explore the play between the human and the inhuman in the context of French literature. A variety of texts chosen from the medieval to the modern period will include the lays about fairies and werewolves told by Marie de France, the story of Melusine, Hugo's hunchback of Notre Dame, Mérimée's fantastic tale of the Venus d'Ille, and Tournier's twentieth century ogre, "le Roi des Aulnes." Course taught in French.

Matilda T. Bruckner

RL 436 Molière (F: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

This course offers the student the opportunity to examine in-depth the many faceted works of Molière, the uncontested master of modern theatrical comedy. Our approach will be varied and all-encompassing. We will study Molière the satirist who proposed to hold up a mirror to the risible and grotesque faces of Louis XIV's France; Molière the clown whose tastes for pratfalls and at times racy humor appealed as much to the powdered wigs in the balconies as to the shopkeepers in the cheap seats; Molière the creator whose genius for new and finer forms for theater was and remains unmatched; and Molière the fighter who clung to his art and theater in the face of endless controversy, crisis, and criticism until his final dying moments on-stage. Conducted in French.

Stephen Bold

RL 451 French Romanticism (S: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

A study of Romanticism in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. The poetry read will be anthological selections from the works of Lamartine, Musset, Vigny, and Hugo. In addition, students will read Chateaubriand's *Atala* and *René*; Balzac's *Engénie Grandet*; Stendhal's *Le Rouge et le Noir*; Sand's *La Petite Fadette*; Mérimée's *Carmen*; Vigny's *Chatterton*; Musset's *Lorenzaccio*. Conducted in French.

Norman Araujo

RL 457 Passion Staged and Upstaged: Nineteenth-Century French Theater (F: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

A study of Romanticism, Realism, and Naturalism in French drama of the nineteenth century. Students will read Stendhal's *Racine et Shakespeare*; Hugo's *Préface de Cromwell* and *Ruy Blas*; *Henri III et sa cour* by Dumas père; Musset's *Les Caprices de Marianne* and *Lorenzaccio*; Vigny's *Chatterton*; Scribe's *Le Verre d'eau*; *La Dame aux Camélias* by Dumas fils; Augier's *Le Gendre de M. Poirier*; Becque's *Les Corbeaux*; and Rostand's *Cyrano de Bergerac*. Conducted in French.

Norman Araujo

RL 477 20th-Century French Novel (F: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

This is a study of exemplary French novels taken from the first half of the twentieth century. Included are works by Proust, Gide, Colette,

Bataille, Sartre, Blanchot, and Duras among others. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, and post-modernism will also be considered in passing. Conducted in French.

Kevin Newmark

RL 479 20th-Century French Poetry (S: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

An examination of some of the major trends and authors in twentieth century French poetry. Readings will be taken from Valéry, Apollinaire, Breton, Char, Ponge, Saint-John Perse, Michaux, Césaire, Bonnefoy and others. Emphasis is on the form and interpretation of individual texts, with some attention to the question of the relation between poetry and the real, the modern, and the political. Conducted in French.

Kevin Newmark

RL 483 Myth Revisited: 20th-Century French Theatre (S: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

Twentieth-century reinterpretations of myths and legends which challenge or alter certain moral concerns of the very tradition within which they were conceived. How the individual faces society, the gods, and oneself are three universal themes we will consider in our readings, class discussions, and videotaped versions of a number of these myths revisited by 20th-century French dramatists. Rather than reflecting the society in which it is rooted, tragedy as a genre arises when any society begins to question its own moral, psychological and social values. Using new insights offered by contemporary mythologists into the numerous Greek tragedies produced in France since the 1930s, this course will consider modern reinterpretations of myths and legends by Cocteau, Anouilh, Giraudoux, Sartre, Beckett, Ionesco, and Genet. Conducted in French. *Betty Rabv*

RL 493 French Lyric Poetry through the Ages (S: 3)

Prerequisite: RL 307-308 or an equivalent survey of French literature

This course will trace the development of French lyric poetry from the Middle Ages to the twentieth century against the backdrop of changing socioeconomic conditions and in relation to evolving notions of the self and of the character and significance of poetic expression. The poets to be studied are Villon, Ronsard, Saint-Amant, Chénier, Baudelaire, and Michaux. Conducted in French.

Norman Araujo

Note: The following graduate courses may be available to advanced undergraduates with the permission of the instructor.

RL 705 History of the French Language (F: 3)

The seminar will trace the transformation of Late Latin into Old French. Texts attesting to intermediary stages of the process will be studied as an introduction to the earliest linguistic and literary monuments of ancien français including the *Serments de Strasbourg* and the *Sequence of Saint Eulalie*. The course will focus on the phonological, morphological, syntactic and lexical features of the major Old French literary dialects. Conducted in French.

Laurie Shepard

RL 710 Chrétien de Troyes (S: 3)

This is a seminar for graduate students focused on the complete works of Chrétien de Troyes. Composer of courtly lyrics and translator of Ovidian tales, Chrétien is best known as the romancer who first gave us the story of Lancelot's love for Queen Guinevere and Perceval's quest for the grail. Chrétien sets up in the twelfth-century models of romance-writing that will continue to fuel the genre throughout Europe for hundreds of years. Our reading of his five romances will allow an exploration of each individual text, as well as the multiple connections that link them. Conducted in French.

Matilda T. Bruckner

RL 723 The Poet's Lyre: 16th-Century French Poetry (F: 3)

Innovations introduced into French lyric poetry by 16th-century poets may best be understood by comparing the metaphysical expression of l'Ecole lyonnaise (Scève), the classical perspective of the Pléiade (Ronsard, du Bellay), and the baroque vision of the turn of the century (d'Aubigné). The aesthetic concept of "Inspiration" is introduced into French literature for the first time by these poets, while the more classical concept of "Imitation" is fully developed. Conducted in French.

Betty Ráhu

Projected French Offerings 1997-98

- RL 400 Crisis of Conscience in Early Modern France (F: 3) *Jeff Flagg/Betty Ráhu*
- RL 406 Versailles: A Cinematic Look at French Culture of the Grand Siècle (F: 3) *Stephen Bold*
- RL 407 Introduction to Francophone Literature (F: 3) *Kevin Newmark*
- RL 411 Masterpieces of Medieval French Literature I (F: 3) *Matilda T. Bruckner*
- RL 412 Masterpieces of Medieval French Literature II: Arras, Literary and Commercial Center of the 13th-Century (S: 3) *Matilda T. Bruckner*
- RL 438 Women in and of 17th-Century French Literature (S: 3) *Stephen Bold*
- RL 446 Social Mobility in 18th-Century France (S: 3) *Ourida Mostefai*
- RL 463 Epistolary Form in Modern French Literature (F: 3) *Ourida Mostefai*
- RL 452 Realism in French Literature (S: 3) *Norman Araujo*
- RL 459 19th-Century French Poetry (F: 3) *Norman Araujo*
- RL 723 Poet's Lyre: Lyric Poetry of the French Renaissance (F: 3) *Betty Ráhu*
- RL 735 17th-Century French Masterpieces: Classicism Revisited (F: 3) *Stephen Bold*
- RL 780 Modern Literary Theory (S: 3) *Kevin Newmark*
- RL 496 Using the Internet in the Foreign Language Classroom (S: 3) *Rebecca M. Valette*

Offerings in Italian 1996-97**RL 003-004 Elementary Italian I and II (F: 3-S: 3)**

(Students with prior Italian experience admitted only by placement test.)

This beginning course is designed for students with no prior Italian experience, as well as those who have had some high school Italian, but are not sufficiently prepared for intermediate level work. Emphasis is on building oral and written communication skills and acquiring a greater awareness of Italian culture. Class instruction is

supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in Italian.

Brian O'Connor/The Department

RL 113-114 Intermediate Italian I and II (F: 3-S: 3)

Prerequisite: RL 004 or admission by placement test

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Italian. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into Italian civilization. Students will have the opportunity to work with video, films, and other recordings. Classes are conducted in Italian.

*Brian O'Connor
The Department*

RL 213-214 Italian Conversation, Composition and Reading I, II (F: 3-S: 3)

Prerequisite: RL 114 or RL 183 or admission by placement test

This course will focus on the further development of oral and written language skills. Films, videos, selected cultural and literary readings will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use Italian to increase their professional opportunities, to broaden the scope of their social interaction, and to enrich their travel and study experiences abroad. Classes are conducted in Italian.

The Department

RL 380-381 The Cultural History of Italy I, II (F: 3-S: 3)

This is a two-semester course that will explore the history of Italian culture from the Middle Ages to the present through an integration of texts and visual materials pertaining to social, political and cultural experiences. First semester topics include the rise of urban societies, art and science in the Renaissance, the status of women in urban, rural and courtly societies, the relationship between regional dialects and Italian in the formative period of the latter, and the contribution of some of the great protagonists of Italian history like Lorenzo de' Medici and Savonarola. Second semester will include Restoration and Romanticism, the formation of the nation, Italy's entry into World War I, the advent of Fascism, the Resistance, the economic boom and social changes of the 60's, and the radical movements of the 70's. Conducted in English, the course is designed for students interested in studying the formation and development of European civilization through the lens of Italian cultural history. Italian majors will do some readings and write papers in Italian. The course is highly recommended for majors and for students who are preparing for Foreign Study in Italy. This course will count as an elective for the Italian major. This course also will be open to graduate students as RL 808-809.

Cecilia Mattii

RL 388 The Italian-American Experience (F: 3)

Prerequisite: RL213-214 or equivalent or by permission of the instructor

The course explores the on-going relationship between Italy and the United States and focuses

on the phenomenon of mass immigration during the nineteenth and twentieth centuries, and special problems in the assimilation of Italian immigrants and their families into the American melting pot. The course consists of reading and discussion of literary and historical texts in Italian and English, covering three areas: the political and social conditions in Southern Italy in the nineteenth century that led to mass emigration, the experience of emigration itself and its immediate effects in Italy and in the United States, and the experience of immigrants and their descendants in American society. Class discussion will be held in Italian, and a secondary goal of the course is to help students further develop their speaking, reading and writing skills in Italian.

Brian O'Connor

RL 390 Telegiornale (S: 3)

This course focuses on the quickly changing world of current events in Italy: politics, social changes, culture and everyday life. The primary source of information will be television news broadcasts, but there will be some reading and work on the Internet involved. Students will watch at least three news broadcasts per week and class discussions will focus every week on one or two evolving stories and their implications. The course aims at enhancing understanding of the events, institutions, as well as the recent history that shape Italian public life, and at building vocabulary and fluency. Students will be required to give frequent brief presentations. Conducted in Italian.

Brian O'Connor

RL 500 Cinema, letteratura e cultura (F: 3)

Prerequisites: RL 214, RL 315 or by permission of the instructor. This course is for undergraduates only.

The course will explore the relationship between literature and cinema. It will examine works by writers such as Lampedusa, Moravia, Levi, Bassani and their cinematographic adaptation by directors, Visconti, Bertolucci, Rosi and DeSica. Special consideration will be given to the socio-historical context. Conducted in Italian.

Cecilia Mattii

RL 560 The Image of Women in Italian Drama (S: 3)

For undergraduates only. We will examine various images of women, as represented in modern and contemporary Italian plays by male and female authors, and will discuss these representations in relation to the place and role of woman in the social landscape and intellectual life of the times. Our reading will contain selected plays from the 18th century (Pietro Metastasio and Carlo Goldoni) to the present (Natalia Ginzburg and Dario Fo). We will focus on such questions as the following: Can we distinguish between points of view in depictions of women protagonists by male and female authors? How do these writers articulate the interrelation between woman and man in the larger social context of the times? What tradition did they write within and against? Special attention will be brought to the question of freedom, love, women's position in the family and in the society. Topics include the question of dramatic form and means of dramatizing individual identity through stylistic strategies as well as through aesthetics of silence and non-speech. Conducted in Italian.

Rena A. Lamparska

Note: The following graduate courses may be available to advanced undergraduates only with the permission of the instructor.

RL 810 Poesia Lirica: Medioevo e Rinascimento (F: 3)

This seminar will survey Italian lyric poetry from the thirteenth-century Scuola Siciliana to the sixteenth-century petrarchisti. The major focus of the course is the *Canzoniere* of Francesco Petrarca. There will be ongoing discussions of orality and manuscript/print transmission of poetry, the complex relation of the individual poet to the tradition, the theory of imitation, and literary Neoplatonism. Conducted in Italian.

Laurie Shepard

RL 820 Machiavelli and Guicciardini (S: 3)

This seminar examines the contributions to Renaissance historiography of two of the greatest figures of the period: Niccolò Machiavelli and Francesco Guicciardini. The language, theory and form of historical narrative, as conceived by these two writers, will be explored, as well as their ideas on the nature and interpretation of evidence. Conducted in Italian.

Laurie Shepard

RL 831 The Literati and the Great War (F: 3)

The interpretation of war as individual and national redemption constitutes a recurring theme among the Italian literati of the 1900s. The course will examine in-depth a variety of works—journals, diaries, and narrative fiction—by authors such as Marinetti, Soffici, Serra, Jahier, Borgese, Gadda, and Comisso. Special attention will be given to the historical-political context and the intellectual climate. Conducted in Italian.

Cecilia Mattii

RL 840 Goldoni and Alfieri (S: 3)

A study of the major plays of Carlo Goldoni and Vittorio Alfieri. Thematic concerns, generic forms, character portrayal, moral and social values and ideas will be discussed in relation to the cultural and literary trends of the period. Conducted in Italian.

Rena A. Lamparska

Projected Italian Offerings 1997-98

- RL 290 Roma: Città Eterna *Brian O'Connor*
- RL 380-381 The Cultural History of Italy I and II (F: 3-S: 3) *Cecilia Mattii*
- RL 291 Love, Sexuality and Gender in the European Literary Tradition (F: 3)

Franco Mormando, S.J.

- RL 508 Dante in Translation (S: 3)

Franco Mormando, S.J.

- RL 520 Italian Love Poetry from the Origins to the Renaissance (F: 3) *Laurie Shepard*

- RL 560 "Anti-Hero" in the Contemporary Italian Novel (S: 3) *Rena A. Lamparska*

- RL 804 Dante: La Divina Commedia I (F: 3)

Laurie Shepard

- RL 814 Dante: La Divina Commedia II (S: 3)

Laurie Shepard

- RL 850 Foscolo and Leopardi (F: 3)

Rena A. Lamparska

Offerings in Spanish 1996-97

RL 015-016 Elementary Spanish I, II (F: 3-S: 3)

(Students with prior Spanish experience are admitted only by placement test.)

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level

work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, audio-cassettes and computer study modules. Classes are conducted primarily in Spanish.

*Debbie Rusch
The Department*

RL 017-018 Elementary Spanish Practicum I, II (F: 3-S: 3)

(Required of students with no prior experience in Spanish. Open to others only by permission of the coordinator.)

This intensive one-hour supplementary course gives "real beginners" the extra conversation practice they need to maintain the pace of Elementary Spanish. Offered only in conjunction with RL 015.

The Department

RL 041 Intensive Elementary Spanish for Oral Proficiency (F: 6)

(Open to students with no prior experience in Spanish.)

The aim of this six-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities. The course meets five days per week. Classes are conducted in Spanish.

The Department

RL 115-116 Intermediate Spanish I, II (F: 3-S: 3)

Prerequisite: RL 016 or RL 041 or admission by placement test

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with video, films, and other recordings. Classes are conducted in Spanish.

*Mary Ellen Kiddle
The Department*

RL 181 Intensive Intermediate Spanish for Oral Proficiency (F: 6-S: 6)

Prerequisite: RL 016 or RL 041 or permission of the instructor

The aim of this six-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice helps students develop greater accuracy in self-expression. The course meets five days per week. Classes are conducted in Spanish.

The Department

RL 215-216 Spanish Conversation, Composition and Reading I, II (F: 3-S: 3)

Prerequisite: RL 116 or RL 181 or admission by placement test

This course will focus on the further development of oral and written language skills. Films,

videos, selected cultural and literary readings will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use Spanish to increase their professional opportunities, to broaden the scope of their social interaction, and to enrich their travel and study experiences abroad. Classes are conducted in Spanish.

*Gene Kupferschmid
The Department*

RL 321 El español de los negocios (S: 3)

Prerequisite: CCR or 4 years of high school Spanish; permission of instructor required

In this course, students will learn vocabulary and concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, marketing, etc. At the same time cultural differences as they affect Hispanic and American business activities will be explored. Students will also acquire an overview of Hispanic geography, politics, and current economic standing. An elective for majors. Conducted in Spanish.

Mary Ellen Kiddle

RL 325 Spanish Critical Reading and Writing I (F: 3)

Prerequisite: CCR or 4 years of solid high school preparation

This course introduces students to concepts of textual analysis through extensive writing practice and discussion of a wide variety of texts. Through process writing, peer review, and discussion, students acquire the necessary tools of analysis to continue successfully in the major: these include the terms of literary analysis, the structure of sound writing, and an understanding of the basic components of literary texts. Advanced points of grammar are introduced and practiced. This is a required course for all Spanish majors. Conducted in Spanish.

*Dwayne E. Carpenter
The Department*

RL 326 Spanish Critical Reading and Writing II (S: 3)

Prerequisite: RL 325 or equivalent

This is a continuation of RL 325 in which students develop their writing styles, their ability to analyze and interact with texts, and expand their critical lexicon. Class time is centered on discussion and peer review of writing. Further points of advanced grammar are presented and practiced in small groups. The semester culminates in the writing of a research paper, in Spanish, which is preceded by introductions to library resources, bibliographic skills, and organizational strategies. This is a required course for all Spanish majors. Conducted in Spanish.

*Dwayne E. Carpenter
Elizabeth Rhodes
The Department*

RL 327-328 Masterpieces of Peninsular Spanish Literature I, II (F: 3-S: 3)

Prerequisite: RL 325-326 or equivalent

This introductory course in Spanish literature represents an overview of the evolution of Spanish literature: the first semester highlights Spanish literature from the Middle Ages to the end of the Golden Age; the second semester emphasizes literature from Romanticism to Post-Civil War Spanish literature. Attention will be paid to Spanish life and culture interpreted through the study of representative authors of each period. This is a required course for Spanish majors, and a gate-

way course for students preparing for more detailed study of the various centuries and genres in Spanish literature. It also develops auditory comprehension and note-taking skills in Spanish as preparation for Foreign Study programs. Conducted in Spanish.

*Irene Mizrahi
J. Enrique Ojeda*

RL 335 The Hispanic-American Experience (S: 3)
(Taught in English. This course has been designed to satisfy the Core Requirement in Cultural Diversity.)

Amid the controversy over bilingual education and designating English as the official language of the United States, it is interesting that many of the contemporary Hispanic-American authors of fiction choose to write in English. This course will focus on some of the issues that are present in their works such as adaptation and assimilation, encounters with racism and discrimination, culture conflict within the self and the family, and the changing roles and expectations of women. During the semester, we will discuss several short films, selected stories from an anthology, and five novels. Conducted in English.

Gene Kupferschmid

RL 338 (FA 380) Latin American Cinema (S: 3)

This course will focus on contemporary film of Latin American countries from Mexico to Chile and from Argentina to Cuba. It will study diverse issues of these countries such as poverty, unemployment, colonialism and political oppression as they impact upon human relationships. Original independent films as well as literary adaptations such as *Kiss of the Spider Woman* will be an integral part of the course. These films will stand in strong contrast to the traditional and stereotypical image of Latin America as fabricated by Hollywood.

John Michalczyk

RL 343-344 Advanced Spanish for Communication I, II (F: 3-S: 3)

Prerequisite: Four years of high school Spanish, or three years of college Spanish, or RL 216

A course designed to further develop proficiency in the four skills, as well as knowledge of the Spanish-speaking cultures, through a variety of activities (e.g., readings, essay writing, oral reports, discussion, videos). Emphasis is on writing and oral communication. The first semester focuses on concrete topics to develop narrative and descriptive functions. In the second semester, attention is given to more abstract topics involving critical opinion and tailoring of speech to a variety of audiences. Conducted in Spanish.

*Harry L. Rosser
Gene Kupferschmid*

Note: Courses numbered between 600-649 are reserved for undergraduate students only. Courses numbered between 650-697 are open to graduate as well as undergraduate students.

RL 602 Spanish Literature in Film (F: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

The course acquaints the students with some of the masterpieces of Spanish and Spanish American literature as interpreted by Hispanic film directors. Whenever possible, the students will read the works—or at least a good portion of them—before studying the film. Diaries will be

kept in which their reflections will be consigned. Conducted in Spanish.

J. Enrique Ojeda

RL 603 Spanish American Novel (S: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

(This course has been designed to satisfy the Core Requirement in Cultural Diversity.)

Focus will be on the shift in the novel from exterior descriptions to the interior dimensions of the self. Themes and techniques of such writers as Azuela, Sábato, Bombal, Fuentes, Carpentier, Vargas Llosa, García Márquez, Allende, and Poniatowska will be studied and discussed. Conducted in Spanish.

Harry L. Rosser

RL 606 Voices of Spanish America (S: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

(This course has been designed to satisfy the Core Requirement in Cultural Diversity.)

Note: This is a required course for all Spanish majors beginning with the Class of 1998 and will count as one of the four (4) required advanced literature/culture courses. Other Spanish majors are encouraged to take this course.

The course introduces the students to the major literary works from the Southern continent. Unlike a survey course, we will concentrate our attention on a few significant works representing the best of the Spanish American literature of all times. Conducted in Spanish.

J. Enrique Ojeda

RL 608 Literature of the Spanish Caribbean (F: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

Caribbean writers who have contributed to literature in Spanish will be studied and discussed, focusing on themes and styles of key works from various genres (novel, short story, theatre and poetry), as well as what they reveal about their countries of origin (Cuba, Puerto Rico, Dominican Republic). Conducted in Spanish.

The Department

RL 630 Passion in Early Modern Spanish Texts (F: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

Departing from the etymological history of passion as love and as death, this course will examine expressions of passionate experience in Early Modern Spanish culture, emphasizing theatrical and poetic texts. Undergraduates only; course conducted in Spanish.

Elizabeth Rhodes

RL 656 Medieval Spanish Literature (F: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

This course covers Spanish literature from approximately 1100-1500. We will examine the development of oral literature, the beginnings of Spanish as a written language in the scientific and didactic prose of the High Middle Ages, and the first attempts at an artistic use of the vernacular. Social, religious, and historical currents will serve as background for understanding the texts. Conducted in Spanish.

Dwayne E. Carpenter

RL 658 Don Quijote (S: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

This course is an in-depth study of Cervantes' great book and the literary tradition that inspired

it, as well as the one that it, in turn, made possible. Study of nineteenth and twentieth-century interpretations of Don Quijote is included. Class and readings in Spanish. For advanced undergraduates and graduate students.

Elizabeth Rhodes

RL 667 The Generation of '98 (S: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

Detailed study of the essays, novels, poetry and theatre of the principal turn of the century writers Unamuno, Baroja, Antonio Machado, "Azorín," and others. Conducted in Spanish.

Irene Mizrahi

RL 670 Spanish American Civilization (F: 3)

(This course has been designed to satisfy the Core Requirement in Cultural Diversity.)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

Civilization and culture are more than the aesthetic expressions of a people through their arts. They also integrate the customs, ideas, and values of the people that determine them. The primary objective of this course is to explore the historical-aesthetic solidarity of a vast region of the world that continues to seek and establish its true Latin American identity. Conducted in Spanish.

Harry L. Rosser

RL 685 The "Modernista" Prose in Spanish America (S: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

The Modernismo in Spanish America is generally recognized as the richest and most brilliant period in the literary development of the Spanish speaking countries of this hemisphere. As the lyric poetry reached then a perfection and splendor unmatched in any other time, so did the prose. The prose works of those writers who excelled during the Modernismo will be analyzed, considering not only their literary merits but also the vast world of ideas expressed in many of those texts. Among the authors to be read are José Martí, Manuel Gutiérrez Nájera, Julián del Casal, Rubén Darío, José Asunción Silva and José Enrique Rodó. Conducted in Spanish.

J. Enrique Ojeda

RL 686 Spanish American Theatre (S: 3)

Prerequisite: RL 327-328 or an equivalent survey of Spanish literature

The works of outstanding playwrights from various Spanish-speaking countries will be studied to appreciate their original contributions to an increasingly rich and interesting genre. Conducted in Spanish.

The Department

Note: The following graduate courses may be available to advanced undergraduates with the permission of the Department.

RL 911 Alfonso, El Sabio (S: 3)

An examination of the entire range of literary, legal, historical, and scientific works attributed to Alfonso. Considerable attention will be devoted to the historical and cultural context in which they were produced. Although designed for graduate students, undergraduates with superior preparation may be admitted. Strong reading skills in Spanish required. Conducted in Spanish.

Dwayne E. Carpenter

RL 958 The Age of Galdós (F: 3)

The course intends to familiarize the student with the Spain of the XIX century in order to understand the historical, social, and literary forces that contributed to the shaping of Galdós' *Episodios nacionales* and *novelas contemporáneas*. Particular attention will be given to the crosscurrents of thought and praxis that characterized the second part of the XIX century like *liberalismo* and *Krausismo* and to the literary movements of the period: *costumbrismo*, *realismo* and *naturalismo*. Among the works to be read are *Trafalgar*, *Tristana*, *Nazarín*, *Torquemada en la hoguera* and *Misericordia*. During the course some films based on these novels will be watched and discussed in class. Conducted in Spanish.

J. Enrique Ojeda

RL 966 Contemporary Spanish Drama (F: 3)

An intensive examination of contemporary Spanish theatre, emphasizing the post-war period. The course will include theoretical readings, in addition to primary texts. Conducted in Spanish.

Irene Mizrahi

RL 980 Spanish Visions of America: Old Texts and New Perspectives (S: 3)

A study of major prose writers and poets whose works contributed to the formation of a cultural synthesis and regional identity in Colonial Latin America. Attention is given to Spanish literary currents and the ways in which they evolved in the New World. Indigenous artistic expression will be considered, as will the literature of the Exploration, the Enlightenment, and the Romantic movement. Oral reports and critical essays will be an integral part of the course. Conducted in Spanish.

Harry L. Rosser

Language and Methodology Courses Offered in English 1996-97**RL 495 (ED 303) Second-Language Acquisition (F: 3)**

This course explores the complexity of how people learn a second language and reviews second-language acquisition research in the light of its classroom applications. Emphasis is placed on techniques for developing oral and written proficiency. Students will analyze available audio-visual materials and learn how to integrate these materials into their instruction. This course is particularly recommended for students who are planning to teach a foreign language and fulfills the Massachusetts certification requirements in Secondary Methods.

Rebecca M. Valette

RL 498 Seminar in Oral Proficiency and Language Testing (S: 3)

This course introduces students to the ACTFL Proficiency Guidelines and the Oral Proficiency Interview. All students will be given an informal Oral Proficiency rating plus individualized study plans for improving their proficiency. Students will learn the basic concepts of measurement and their application to foreign language testing. This course is particularly recommended for students who are planning to teach a foreign language and fulfills the Massachusetts certification requirements in Measurement and Testing.

Rebecca M. Valette

RL 572 The Comparative Development of the Romance Languages (S: 3)

This course focuses on the formation of the Romance languages with special emphasis on Spanish, French, and Italian. The class explores the historical context in which the Romance languages developed and the linguistic features that are common to Spanish, French, and Italian, as well as those that are unique to each. We will study early Romance texts from linguistic and cultural perspectives. The course is open to undergraduates and graduates. Please contact the instructor before the first class meeting.

Dwayne E. Carpenter

Projected Language and Methodology Courses Offered in English, 1997-98

•RL 495 (ED 303) Second-Language Acquisition (F: 3)

Rebecca M. Valette

•RL 498 Seminar in Oral Proficiency and Language Testing (S: 3)

Rebecca M. Valette

Honors Program 1996-97**RL 698 Honors Research Seminar (F: 3-S: 3)**

This semester is devoted to defining and researching the thesis. Five weeks into the semester, students submit a one-page thesis proposal, signed by their Thesis Director, and accompanied by a preliminary bibliography. At the end of the semester students present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

Irene Mizrahi

RL 699 Honors Thesis Seminar (F: 3-S: 3)

This semester is devoted to the writing and completion of the thesis. Upon submitting the final copy of their thesis, students make a short oral presentation to the faculty and to prospective honors candidates during the annual banquet honoring the achievements of the students in the program.

Irene Mizrahi

Other Courses 1996-97**RL 007-008 Elementary Romanian I and II (F: 3-S: 3)**

Romanian, spoken by 25,000,000 people, is a romance language (such as French, Italian, Portuguese, Spanish and other dialects developed from Latin). With the opening of the East European area to Western trade special emphasis will be placed on the needs of the business community in the area. The language of Dracula is also considered by some experts as one of the most interesting languages in the world. A main objective of this course is to acquaint students with the writing and pronunciation of Romanian sounds, as well as the basic elements of the vocabulary and grammatical structure, which are gradually assimilated. Special stress will be paid to the everyday spoken language. For more information, please contact Dr. Radu Florescu, Director of the East European Research Center at B.C., 552-3805. This course will be offered by Prof. Angela Buzan of Cluj University-Romania.

Angela Buzan

RL 200 (UN 524) Capstone: Discoveries of Self and the World (S: 3)

This course is designed for students who have studied abroad and will offer them an opportunity to reflect on how the foreign experience has

shaped their sense of themselves, ideas concerning work, citizenship, relationships and spirituality. We will draw on literary texts, with particular emphasis on travel literature (poetry, essay, fiction), culture criticism and the *bildungsroman*—or novel of development. The selected works (discussions, written work) will focus on questions of displacement and growth, the call to maturity and whether it comes from within or without, how we know ourselves and how or if we can know an "other" person, country, or culture. This course is only open to seniors and second-semester juniors.

Marian B. St. Onge

RL 274-275 (MU 225-226) Literature and Opera I, II (F: 3-S: 3)

This course will focus on the interrelation of literature and music. Masterpieces of English, French, Italian, and Spanish literature will be analyzed before the musical adaptation. All foreign literary works will be read in English translation; students majoring in Romance Languages are required to read the works in the original language.

Joseph Figurito

SLAVIC AND EASTERN LANGUAGES

FACULTY

Lawrence G. Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Cynthia Simmons, *Associate Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Jovina Y. H. Ting, *Adjunct Associate Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University



DEPARTMENTAL OVERVIEW

The Department of Slavic and Eastern Languages provides graduate and undergraduate level courses of study through its three overlapping component programs:

- Linguistics
- Slavic Studies
- Asian Studies

Program Descriptions

The Department administers undergraduate majors in General Linguistics, in Russian, and in Slavic Studies, as well as a minor program in Asian Studies and in Russian and East European Studies. Each major program requires at least twelve one-semester courses at upper-division levels. Departmental honors require successful completion of honors comprehensive requirements. Students in a Slavic/Eastern major must take an AB Comprehensive for that major.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Major in Linguistics

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is Philology. The following listing represents the usual program for this concentration.

- General Linguistics (SL 311/EN 527)
- five courses of a philological nature

- three courses of a language related nature from non-language areas
- three linguistics topics courses
- AB Comprehensive (Linguistics) (SL 401)

The Department expects students concentrating in Philology to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

Upon request the Department can arrange alternate Linguistics concentrations. The College of Arts and Sciences also offers an undergraduate minor in Cognitive Sciences that includes Linguistics as a track.

Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

- four courses in Russian grammar, composition and stylistics beyond the intermediate level
- four courses on Russian literature, of which at least two must be at the 300 level
- one course in General Linguistics
- Old Russian or Old Church Slavonic
- two electives from Russian literature, second Slavic languages, or linguistics offerings
- AB Comprehensive (Russian) (SL 400)

The Department also recommends at least two courses from related areas in other departments; e.g., in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe.

The normal program for this major requires the following:

- three Russian language courses beyond the intermediate level
- two courses on Russian literature
- Old Church Slavonic or Old Russian or a second Slavic/East European language
- two courses on Russian or East European history
- two courses on Russian or East European politics, philosophy, economics, or other social sciences
- two electives from an emphasis area
- AB Comprehensive (Slavic Studies) (SL 402).

The Department strongly recommends HS 272 (PO 438) (Introduction to Russian and East European Studies) as an early course in this major.

Minor in Asian Studies

This interdisciplinary minor requires:

- an introductory course, usually Far Eastern Civilizations (SL 263)
- one course in Asian history or political structure or diplomacy
- two courses in an Asian language beyond the elementary level

- two approved elective courses in Asian Studies from related areas such as: Art History, Philosophy, Theology, Political Science, Literature or a second Asian language. One of these electives may be a directed senior research paper on an approved topic.

Minor in Russian and East European Studies

The Russian and East European Studies minor requires six approved courses, distributed as follows:

- one introductory course (usually HS 272 (PO 438) Introduction to Russian, Soviet and East European Studies)
- one additional course in Russian or East European history or politics
- two courses in Russian or another East European language at the intermediate or upper-division level
- two approved elective courses from related areas such as: Philosophy, Theology, Economics, literature or language, Political Science, History, Education, Art History or Film Studies. One of these electives may be a directed senior research paper on an approved topic.

BC/IRL St. Petersburg Program.

The Department offers a program of upper-division courses in St. Petersburg at the prestigious Institut russkoj literatury (Pushkinskij dom) of the Russian Academy of Sciences. Boston College undergraduate tuition covers up to five courses per semester in this program, air travel, private room and board in a Russian family, a cultural activity program, and Russian peer tutors. Details on this BC/IRL study program are available from the department. Course work is in Russian and requires prior language preparation through the high-intermediate level.

English for Foreign Students

The Department offers a number of elective and Core-level courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

COURSE OFFERINGS

Most courses below SL 200 are offered annually; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's Schedule of Courses.

Courses below SL 300 do not usually apply for graduate degree credit.

SL 003-004 Elementary Russian I/II (F: 4-S: 4)

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required. *Offered annually*

M.J. Connolly
Marina Banuazizi

SL 009-010 Elementary Chinese I/II (F: 4-S: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional conversation and language laboratory work required.

Li Zhuqing

SL 023-024 Elementary Japanese I/II (F: 4-S: 4)

An introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional language laboratory drill is available.

Takako Minami

Kazuko Oliver

SL 027-028 Introduction to Modern Irish I/II (F: 3-S: 3)

A course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

John T. Koch

SL 031-032 Introduction to Korean I/II (F: 3-S: 3)

An introduction to the study of Modern Korean. The course develops the four fundamental skills: reading ability, aural comprehension, and oral and written expression. Exercises in pronunciation, grammar and reading. Additional language laboratory drill available. *Offered biennially*

Kim Woong-tae

SL 035-036 Introduction to Bulgarian I/II (F: 3-S: 3)

A course for beginners in standard modern Bulgarian intended to develop the ability to read Bulgarian prose along with conversational and oral skills.

The study of essentials of Bulgarian grammar; oral and written exercises; contrasts and comparisons with English grammar and with other Slavic languages.

The course provides a basis for further work in translation and composition.

Mariela Dakova

SL 037-038 Introduction to Hebrew I/II (F: 3-S: 3)

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew.

The course is intended to develop the ability to read Hebrew prose and poetry and to set a foundation for both conversational and compositional skills.

Zabéva Carpenter

SL 039-040 Introduction to Hindi I/II (F: 3-S: 3)

A course for beginners in Hindi, one of the official languages of modern India.

The course develops the ability to read Hindi prose and poetry and sets a foundation for both conversational and compositional skills.

The latter portion of the course also introduces features of the related literary languages Urdu and Hindustani.

SL 045-046 Continuing Bulgarian I/II (F: 3-S: 3)

Prerequisite: Introduction to Bulgarian II or equivalent

A review of major difficulties in Bulgarian grammar and the development of active skills

through intensive communication practice and exercises in translation, with emphasis on translating a range of Bulgarian styles into serviceable English.

Mariela Dakova

SL 051-052 Intermediate Russian I/II (F: 4-S: 4)

Prerequisite: Elementary Russian II or equivalent

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts.

Cynthia Simmons

SL 061-062 Intermediate Chinese I/II (F: 4-S: 4)

Prerequisite: Elementary Chinese II or equivalent

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

Jovina Y-H Ting

SL 063-064 Intermediate Japanese I/II (F: 4-S: 4)

Prerequisite: Elementary Japanese II or equivalent

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. Conducted mostly in Japanese.

Takako Minami

Kazuko Oliver

SL 067-068 (EN 097-098) Continuing Modern Irish I/II (F: 3-S: 3)

Prerequisite: Introduction to Modern Irish II or equivalent

Continuing course in Modern Irish for those with a basic prior knowledge of the language. Emphasis is on developing the ability to read contemporary literature in all genres. The primary focus of the course is on the Irish of Conamara but other dialects are studied as well, and some attention is given to reading texts in the older Gaelic type and spelling in use through the 1940s.

Philip O'Leary

SL 117 (EN 117) English Grammar Review for Foreign Students (F: 3)

A one-semester review of selected topics in English grammar, with the aim of increasing the ease and precision of written and oral expression. Attention to the development of academic vocabulary.

Exclusively for students whose native language is not English. Enrollment by placement test only.

Margaret Thomas

SL 118 (EN 118) Essentials of English Composition (For Foreign Students) (F, S: 3)

Extensive practice in the composition and editing of academic prose. Techniques for creating informative, succinct, and accurate sentences and paragraphs. This course prepares foreign students for Core-level English writing and literature courses.

Exclusively for students whose native language is not English. Enrollment by placement test only.

Margaret Thomas

Aisha Saidi

SL 119 (EN 119) The Craft of Writing (For Foreign Students) (F, S: 3)

Techniques for writing effective and correct English prose using an awareness of English grammatical structures along with the concepts of English rhetoric. The development of English vocabulary, paraphrase, and imitative expression

through the reading of short expository and literary prose. The opening of creative expression in writing through the reading of poetry. The writing of examination essays and of papers through practical exercises.

Exclusively for students whose native language is not English.

This course satisfies the undergraduate Core requirement in Writing. Enrollment by placement test only.

Raymond G. Biggar

Aisha Saidi

SL 120 (EN 120) The Study of Literature (For Foreign Students) (F, S: 3)

The close and critical reading of key works of English literature with special attention to the richness of English language expression contained in them. Training in the rapid reading of more difficult literary texts, in writing a précis of a literary passage, and in becoming alert to the expressive devices that characterize English prose and poetry.

Exclusively for students whose native language is not English.

This course satisfies the undergraduate Core requirement in Literature. Enrollment by placement test only.

Raymond G. Biggar

Aisha Saidi

SL 157-158 Proktiko russkoj rechi I/II (F: 3-S: 3)

Prerequisite: Intermediate Russian II or equivalent

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, pereskaz and composition for students who intend to continue to an advanced level. Conducted in Russian.

Margaret Dalton

SL 163-164 Chukyu koiwo I/II (F: 3-S: 3)

Prerequisite: Intermediate Japanese II or equivalent

A special practicum for the development of active skills, especially speaking, in Japanese. Extensive vocabulary work, grammar drills, conversation, descriptive narration, and composition for students who intend to continue to an advanced level. Conducted in Japanese.

Makoto Takenaka

SL 205 Tolstoj and Dostoevskij (in translation) (3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Conducted entirely in English. *Offered biennially*

Cynthia Simmons

SL 216 (EN 552) Poetic Theory (3)

Traditional and contemporary theories of prosody and metre described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material is mainly English, although students may present texts in any language for required papers. Conducted entirely in English. *Offered biennially*

Lawrence G. Jones

SL 221 (TH 198) The Language of Liturgy (S: 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in

the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments). *Offered triennially*

M. J. Connolly

SL 222 Classics of Russian Literature (in translation) (3)

A survey of major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution. Conducted entirely in English. *Offered biennially*

Cynthia Simmons

SL 227 Advanced Russian Grammar (F: 3)

Prerequisite: SL 158 Praktika russkoj rechi II or equivalent

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian. *Offered annually*

Maxim D. Shrayer

SL 230 Russian Literature of the Fantastic (in translation) (3)

A study of grotesque, bizarre, surrealistic, supernatural, and fantastic themes in a wide range of Russian short stories and novels by writers such as Gogol, Pushkin, Turgenev, Dostoevskij, Bulgakov, Leskov, Nabokov, and Sinjavskij as well as in the genre of science fiction. Western literary parallels in the works of E.T.A. Hoffman, de Maupassant, Poe, Kafka, and others. Conducted entirely in English. *Offered biennially*

Cynthia Simmons

SL 232 Literature of the Other Europe (in translation) (3)

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Russia and Eastern Europe. The often-shared themes of frontier, identity, exile, and apocalypse in the works of Witold Gombrowicz, Czeslaw Milosz, Bruno Schulz, Vaclav Havel, Bohumil Hrabal, Milan Kundera, Slavenka Drakulic, Danilo Kis, Milorad Pavic, Mixail Bulgakov, and Ljudmila Petrushevskaja. *Offered biennially*

Cynthia Simmons

SL 234 The Polish Language (S: 3)

An intensive and rapid introduction to the phonology and grammar of Polish and the reading of literary and expository texts.

Recommended: Prior experience with a Slavic language. *Offered biennially*

SL 239 Images of Women in Russian Literature (in translation) (3)

A study of the representation of women in Russian literary works from the Kievan period through modern times, including folk traditions, but with a special emphasis on the classical and modern literature. An exploration of the notions of the "strong woman" versus the "superfluous man," and of "terrible perfection," a discussion of the utility of these concepts in characterizing the literary representations. *Offered biennially*

Cynthia Simmons

SL 240 The Contemporary Russian Novel (in translation) (3)

An introduction, in English, to the highest achievements in the post-Revolutionary Russian novel, and an application of modern methods of critical analysis to the genre. Conducted entirely in English. *Offered biennially*

SL 243 Image and Icon in Russian Literature (in translation) (3)

A study of verbal images in Russian literature and a comparison of these with works in Russian visual art, from the early icon tradition through to the modern period. An examination of the detail of delineation, of the role of context in the specification of the imaging process and of parallels in visual art to the role of dialogue in verbal art. Conducted entirely in English. *Offered biennially*

Lawrence G. Jones

SL 253 The Celtic Heroic Age: Word and Image (F: 3)

Sagas of heroes, heroines, gods, and wizards preserved in Irish and Welsh literature open a window on the Celtic warrior aristocracy that dominated much of pre-Christian Europe. Translations from the rich tradition of epic and wondertale, with close attention to key philological detail, are juxtaposed with archaeological materials and accounts of Greek and Roman authors to draw a composite picture of the high barbarian Europe of the Celts. Special attention is given to the persistence of this traditional culture in the British Isles, where it survived to be modified by Christianity and literacy. The Celtic legends of King Arthur serve as a recurring theme.

John T. Koch

SL 255 Modern Chinese Writers (in translation) (3)

A study, in English, of selected works of twentieth-century Chinese writers. Novels and short stories by Lu Xun, Ba Jin, Lao She, Mao Dun, Ting Ling, Qian Zhong-shu, Eileen Chang, Lin Hai-ying, and others, studied within the context of changing political, social and cultural conditions in China and Taiwan. Lectures and readings in English. *Offered biennially*

Jovina Y-H Ting

SL 256 Modern Chinese Literature and Society (in translation) (F: 3)

A study, in English, of selected works by twentieth-century Chinese writers. Novels and short stories by Lu Xun, Lao She, Ding Ling, Mao Dun, Wang Meng, Zhang Jie, and the new generation of young Chinese writers studied within the context of changing social, political, and cultural conditions in China and Taiwan. Lectures and readings in English. *Offered biennially*

Jovina Y-H Ting

SL 261 Love and Nature in For Eastern Literatures (in translation) (S: 3)

An introduction to the literary traditions of the major East Asian cultures through reading and discussion, in English, of representative Chinese, Japanese, and Korean lyrical poetry and prose from ancient times to the present. Themes examined include human relationships, mankind and nature, the individual and society. An exploration of some Eastern concepts of poetics and literary theory in the context of general philosophical thought. Comparisons and connections among the individual traditions and across time. Lectures and readings in English. *Offered biennially*

Li Zhuqing

SL 262 Gods and Heroes in For Eastern Literatures (in translation) (S: 3)

An examination, through illustrative readings in East Asian masterworks and through an accom-

panying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures, of how the Far East understands the Divine and the Human, of how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society. Lectures and readings in English. *Offered biennially*

Li Zhuqing

SL 263 For Eastern Civilizations (F: 3)

An overview of the ancient and modern cultures of the Far East with emphases on China, Japan, and Korea and with a consideration of cultural currents from neighboring India, Mongolia, and Manchuria. Selected illustrative topics from literature and language, history and politics, economy and social structures, philosophy and religion, art and archaeology. Required for Asian Studies minors. Lectures and readings in English. *Offered annually*

Li Zhuqing

SL 267 Early Ireland: Lore and Language (S: 3)

A survey of Irish prehistory and history from the beginning of settled agriculture until the Norman incursions of the twelfth century. Material culture and its reflection in the language and literature are studied alongside political history. An important segment is devoted to the historical Saint Patrick. *Offered biennially*

John T. Koch

SL 270 Images of Women in Chinese Literature (in translation) (S: 3)

A study of the changing status of Chinese women as portrayed in literature from the traditional period through modern times; Classical, folk, and modern literature by Chinese and some Western writers against the background of societal changes and modernization in China. Literary representations of familial and social relations, economic and political roles, education, and self-image. Lectures and readings in English.

Jovina Y-H Ting

SL 272 War and Peace in Yugoslavia (F: 3)

A study of the numerous differences—ethnic, religious, historical, and linguistic—that have characterized Yugoslavia as an area situated 'at the crossroads' of East and West; how the modern world must look to the resolution of Yugoslav conflicts as a possible model for addressing the seemingly growing strife among peoples of unstable nations and cultures.

A study of relevant literary and socio-historical written sources, in English, supported by recently available video materials.

Cynthia Simmons

SL 273 King Arthur in Celtic Lands (S: 3)

An examination of the linguistic and archaeological strains of Celtic origin and of subsequent mutation in the Arthurian legends placed against the religious, social, and cultural world which they represent. Was there a King Arthur? A philological close consideration of the British, Gaelic, and continental Celtic roots of the later Arthurian cycles.

John T. Koch

SL 274 Russian Cinema: History and Theory (F: 3)

An overview of the main trends, films, and directors of Russian and Soviet cinema with particular attention to structure, ideology, and intent as well as connections between filmic and literary texts.

The course examines works by Ejzenshtejn, Kalatozov, Kuleshov, Muratova, Protazanov, Pudovkin, Tarkovskij and others along with a consideration of Russian contributions to film theory.
Maxim D. Shrayner

SL 275 Nabokov (S: 3)

The bilingual and bicultural achievement of Vladimir Nabokov: an examination of selected major works from Nabokov's Russian and English periods, with particular attention to connections between his aesthetics, ethics, and metaphysics and issues of gender, sexuality, authorship and exile.

Readings include *Glory*, *The Defense*, *Invitation to a Beheading*, *The Gift*, *Invitation to a Beheading*, *The Gift*, *Pnin*, and *Lolita*, as well as selected short stories, his autobiographical *Speak, memory*, and discursive writings.

Maxim D. Shrayner

SL 306 (EN 250) Approaches to Russian Literature (F: 3)

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others.

For undergraduates and non-Slavic graduate students all readings are in English translation.
Offered annually *Cynthia Simmons*

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. *Offered triennially*

SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. *Offered triennially*

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. *Offered annually*
M. J. Connolly

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages, the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages, illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language.
Offered biennially *M. J. Connolly*

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language.
Offered biennially *M. J. Connolly*

SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov are included. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. *Offered triennially*
The Department

SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g., Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. *Offered triennially*

SL 323 (EN 121) The Linguistic Structure of English (S: 3)

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse.

Recommended: Previous or simultaneous course work in Linguistics or in the history of the English language. *Offered annually*

Margaret Thomas

SL 324 (CL 286) The History and Structure of Latin (S: 3)

Prerequisite: Prior study of Latin

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin. *Offered triennially*
M. J. Connolly

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. *Offered triennially*
M. J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century. Sample readings from Classical Armenian scriptural, patristic, liturgical, and historical texts. *Offered triennially*
M. J. Connolly

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian. *Offered triennially*
Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Recommended: Prior study of a Slavic language.
Offered biennially *Lawrence G. Jones*

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language.
Offered biennially *Lawrence G. Jones*

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. *Offered annually*
Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. *Offered triennially*
M. J. Connolly

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models, and linguistic theories of meaning. *Offered biennially*
Margaret Thomas
M. J. Connolly

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through imitative and original writing, the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. *Offered annually*
Maxim D. Shrayner

SL 352 Russian Literary Humor and Satire (3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. *Offered triennially*

SL 353 Romantizm v russkoj literature (3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian. *Offered triennially*
Maxim D. Shrayner

SL 356 Classics in Linguistics (3)

Prerequisites: A course in General Linguistics and at least one additional Linguistics elective. Students must be prepared to follow some of the readings in the original languages.

Supervised readings, reports, and discussions on formative and important works in the development of linguistic thought from the ancient world up through modern linguistic controversies. Readings are chosen with partial consideration of students' research interests.

Margaret Thomas
M. J. Connolly

SL 358 The Linguistic Structure of Japanese (3)

A linguistic outline of the Japanese language for students with some previous exposure to Linguistics or to Japanese (but not necessarily to both). The phonological and writing systems of Japanese and their origins, fundamentals of Japanese syntax and characteristics of Japanese vocabulary. *Offered triennially*
Margaret Thomas

SL 360 (EN 660) The Teaching of English as a Foreign Language (F: 3)

An overview of the field of foreign language learning and teaching from a linguistic perspective with an emphasis on issues involved in teaching of English to non-native speakers. An examination of the relationship between views of the nature of

language and different approaches to language teaching. Supervised experience in the teaching of English.

Margaret Thomas

SL 361 (PS 261) Psycholinguistics (F: 3)

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include the following: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; the innateness hypothesis.

Recommended: Some background in Linguistics or Psychology. *Offered biennially*

Margaret Thomas

SL 362 (SC 362) (EN 122) Language in Society (3)

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including: language and gender, language planning, and language and public policy. Original language oriented research forms an essential part of the course. *Offered biennially*

Margaret Thomas

SL 369 Functional Linguistics and Literary Texts (S: 3)

Texts reflect not only inherent linguistic relationships but also relate information about the world and establish a dialogue between speaker/writer and listener/reader.

Using a functional approach to language, this course investigates how various literary texts work linguistically: Are they grammatical and cohesive, are they logical, and are they appropriate? How does this knowledge corroborate and heighten aesthetic intuition?

Cynthia Simmons

SL 371 Cognitive Science: Language (S: 3)

An overview of topics that reveal the rich system of human knowledge involved in the use and acquisition of language: Syntax and semantics, phonology and speech, the acquisition and processing of language, and related philosophical issues.

M.J. Connolly

Margaret Thomas

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 395 Advanced Tutorial: Japanese

SL 396 Advanced Tutorial: Celtic Philology

SL 399 Scholar of the College Project

SL 400 AB Comprehensive (Russian)

SL 401 AB Comprehensive (Linguistics)

SL 402 AB Comprehensive (Slavic Studies)

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

Other Courses

Other courses in the Department's repertory, offered on a non-periodic basis, include the following:

SL 007-008 Introduction to Arabic I/II

SL 029-030 Elementary Literary Chinese I/II

SL 033-034 Elementary Russian (Intensive) I/II

SL 065-066 Continuing Arabic I/II

SL 075-076 Continuing Korean I/II

SL 128 Shchedevry russkoj klassiki

SL 130 Narody russkogo severa

SL 165-166 Zhongji kouyu I-II

SL 206 (EN 206) (SC 206) Language, Society, and Communication

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 228 Spoken Russian

SL 231 Slavic Civilizations

SL 233 (EN 571) Applied English Grammar and Style

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 238 The Language of Computing

SL 244 (EN 099) The Irish Language

SL 245-246 Advanced Chinese I/II

SL 254 (TH 154) History of Eastern Orthodoxy

SL 257-258 Advanced Japanese I/II

SL 260 (EN 100) Advanced Readings in Modern Irish

SL 264 The Western Discovery of the East

SL 265 The Dissonant Muse

SL 266 The Grammar of Numbers

SL 305 History of the Russian Language

SL 306 Russian Literary Research

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 325 (EN 528) Historical Linguistics

SL 335 Early Russian Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoy & Solzhenicyn

SL 339 Semiotics and Structure

SL 341 The Study of Russian Literature

SL 348 Chexov

SL 350 Advanced Practicum in Spoken Russian

SL 351 Topics in Linguistic Theory

SL 354 Bulgakov, Pasternak, Solzhenicyn

SL 355 Linguistics and Computing

SL 359 The Structure of Biblical Hebrew

SL 363 Masterstvo perevoda

SL 364 Readings in the History of Arabic Literature

SL 365 Readings in Chinese Literature and Philosophy

SL 366 Business Chinese

SL 367 (EN 127) Language and Language Types

SL 411 Sovremennaja russkaja poëzija

SL 413 Vvedenie v istoriografiju

SL 415 Sovremennaja russkaja pressa

SL 417 Rossija v proshlom i v budushchem

SL 419 Russkij roman 60yx godov XIX stoletija

SL 420 Tvorchestvo Pushkina

S O C I O L O G Y

FACULTY

Severyn T. Bruyn, *Professor*; A.B., A.M., Ph.D., University of Illinois

Charles K. Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; Chairperson of the Department; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Paul G. Schervish, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

David Horton Smith, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Sharlene J. Hesse-Biber, *Associate Professor*; A.B., A.M., Ph.D., University of Michigan

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Diane Vaughan, *Associate Professor*; B.A., M.A., Ph.D., Ohio State University

William A. Harris, *Assistant Professor*; B.A., UCLA; M.A., Yale University; Ph.D., Stanford University



PROGRAM DESCRIPTION

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The University Core Curriculum Committee, who oversees designation of all Core courses, has approved the courses numbered SC 001–SC 097 as Core offerings for the Class of 1997 and beyond. The themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business, and other organizations that have arisen out of living together.

Requirements for the Major in Sociology

- Either *Introductory Sociology* (SC 001) or *Principles of Sociology* (SC 100) is the first required course and is a prerequisite for all upper-level courses.
- *Statistics* (SC 200), *Social Theory* (SC 215), and *Research Methods* (SC 210). These may be taken concurrently with the six required electives. It is recommended that Statistics be taken before Research Methods.
- Six electives numbered SC 002 or higher (except for SC 100). Of these courses, at least three must be upper-level courses that are numbered SC 299 or higher.

Joint Master's Degree with a Sociology Major

Majors in Sociology have two optional programs available that offer students the opportunity to earn two degrees over a period of five consecutive years. These programs save the time and cost of one year of graduate study.

Option 1: B.A. and M.A. in Sociology

Students must apply for admission to this program early in the spring of their junior year. Some advanced placement, language requirement exemption, and/or summer school courses may be necessary to finish in five years. The B.A. degree will be awarded with the student's undergraduate class, the M.A. one year later. (For details, consult Prof. David A. Karp.)

Option 2: B.A. and M.S.W.

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class, the Master's degree one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequences and degree requirements can be

fulfilled. (For details, consult Prof. David A. Karp.)

The Sociology Department's E-Mail address is as follows: sociolog@cleo.bc.edu

COURSE OFFERINGS

Core

SC 001 Introductory Sociology (F, S: 3)

This course will introduce a broad and critical approach to understanding sociological perspectives, methods, and contributions. We will grapple with central sociological questions. What is our relationship to the society in which we live? How is power distributed? How do people organize and survive against injustice? How does social change occur? Who wants change and why? Throughout the course we will explore the value and scope of sociology as a discipline and tool for critical analysis and action. By using a "sociological imagination" we will examine how people's private concerns are linked to broader social issues. This will require developing a reflexive methodological approach as we grapple with how the way we live and think influences society as a whole.

*The Department
David H. Smith
Sangeeta Tyagi*

SC 003 Introductory Anthropology (S: 3)

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics. Fulfills the Cultural Diversity Core Requirement.

Jeanne Guillemin

SC 008 Marriage and the Family (F: 3)

This course will analyze sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) the family and the life cycle (e.g., courtship, marriage, parenthood); (3) changing roles for men and women; (4) alternative family structures; and (5) differences in family experiences by race/ethnicity and socio-economic class.

Lynda Lytle Holmstrom

SC 022 Sociology of Crime and Punishment (F, S: 3)

The goal of this Core course is to introduce students to the sociological perspective through the issues of deviance, crime, and the historic efforts to explain and control them. We spend the first half of the term examining the search for the causes of crime, ranging from 19th century England and Italy to 20th century America. In the second half, we examine patterns of homicide, rape, property crime, corporate crime, and family violence in order to develop both theories of cause and evaluate strategies for control.

*Edward J. Skeffington
Diane Vaughan*

SC 023 (BK 146) Dynamic/Community Politics (F, S: 3)

See course description in the Black Studies department.
Sandra Sandiford

SC 028 Love, Intimacy and Human Sexuality (F, S: 3)

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.
Jeanne Guillemin

SC 030 Deviance and Social Control (F, S: 3)

This course represents a social and historical inquiry into the battle between the power of a given social order and its deviant others. It is a story of control and resistance within societies organized according to economic, heterosexist, racial, and imperial hierarchies. It is a story of madness, religious excess, and the pornographic violence of Western Man and his most powerful social institutions. It is also a narrative of the resistance of women, peoples of color, those who desire sex differently and those impoverished by the normal relations of a given social order of things in time.
The Department
Stephen J. Pfobl

SC 032 Business and Society (F, S: 3)

This course is designed for students interested in business careers. We examine the changing role of business in society, including issues in corporate governance, professional ethics, worker self-management, and the social development of work systems in American enterprise. We will review current trends in corporate accountability, occupational safety and health, government deregulation of industry, social self-regulation, environmental and consumer protection, ethical investing, social auditing, and the changing character of multinational corporations.
Severyn T. Bruyn

SC 041 (BK 151) Race Relations (F, S: 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change. Fulfills the Cultural Diversity Core Requirement.
Seymour Leventman
The Department

SC 043 (BK 155) Introduction to African-American Society (F, S: 3)

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change. Fulfills the Cultural Diversity Core Requirement.
The Department

SC 049 Social Problems (F, S: 3)

The aim of this course is to identify central social problems in the United States. To examine these social problems, we will explore them structurally, understand the specific ways in which these problems injure people and the methods of resistance people used to confront these injustices. We will keep at the center of our analysis, the inequalities along the lines of race, class and gender and the ways in which these influence people's lives and social realities.
Ritchie Lowry
Sangeeta Tyagi

SC 063 Women and Work (F, S: 3)

This course provides a concise overview of women at work. While we concentrate on women workers in contemporary America, we will provide a brief historical overview of women's work patterns. We analyze the range of social, economic and political factors underlying women's increased labor force participation over time. Our approach is holistic and feminist. In order to understand women's position in the work world, we must analyze their economic position in the context of other institutions of society—the economic, political and educational.
Sharlene Hesse-Biber

SC 072 Inequality in America (F, S: 3)

This course examines class inequality in American society. It not only describes how the rich, the poor and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles used to keep the poor in their place.
Eve Spangler

SC 078 Sociology of Health and Illness (F, S: 3)

This course focuses on the social contexts of health and illness. The course introduces the art of sociological reasoning in the field of health care. Sociological principles will be applied to topics that include defining illness and appropriate sick behavior; the social, environmental, and occupational factors in health and disease; the development of health professions and the health work force; doctor-patient relationships; the structure and process of health care organizations; and health care and social change.
The Department

SC 079 Social Psychology (F, S: 3)

This introductory course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions affect and are affected by other people. Major topics covered in 1996 include theory, method, person perception, persuasion, prejudice and discrimination, interpersonal attraction, intimate relationships, helping behavior, aggression, social influence and conformity, group processes, territoriality and crowding, business, law, and health. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role play.
David H. Smith

SC 084 Mass Media in American Society (F: 3)

The purpose of this course is to increase your understanding of how the mass communication system operates, of how and why media products take the form that they do, and of how public

opinion is shaped by these products. The first half of the course shows how news is constructed and how the media frame the way we think about social and political issues. The second half shows how news production is organized in the United States and how this organization affects what we see, hear, and read.
The Department

SC 092 Peace or War? (F, S: 3)

War is a rich topic for exploring the most fundamental questions of sociology, economics and politics. The end of the Cold War has not ended America's many bloody, often covert military interventions, especially in the Third World. This course probes the reasons for our country's historical and current wars—from Vietnam to Haiti, from the Gulf War to Bosnia—and offers students a profoundly new and disturbing perspective on their society.
Charles Derber

SC 093 Comparative Social Change (F: 3)

This Core course is an introductory level examination of social change, viewed from a theoretical, historical, and contemporary perspective. Significant trends in the United States are analyzed within a world wide context. These issues include the following: the decline of community, the impact of technology, the globalization of the economy, the persistence of inequality, the rise of social movements, and the end of the Cold War. A critical examination of one's role as worker, consumer, family member, and citizen is encouraged.
Paul S. Gray

SC 097 Death and Dying (F: 3)

This course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.
John B. Williamson

Non-Core courses

See introductory section for requirements for Sociology Majors.

SC 100 Principles of Sociology (F, S: 3)

This course is an introduction to Sociology for majors. As in the case with any introductory course, the focus will be on the important concepts, theories, and evolution of the discipline. Because the class is small and for majors, there will be a special emphasis upon class discussion of major ideas. The first part of the semester will consider the evolution of Sociology and micro-sociological perspectives (concepts and theories that apply to everyday life—the formation of the social self, primary and secondary relationships, C. Wright Mills' notion of the "sociological imagination," major sociological paradigms such as functionalism and labeling theory, etc.). The second part of the semester will consider macro-sociological perspectives (major social trends and

changes—the evolution of the modern state and capitalism, urbanism, etc.). *Ritchie Lowry*

SC 124 Gender Roles in a Changing Society (F, S: 3)

This course will focus on the ways in which biological men and women become masculine and feminine beings. We will analyze the cultural and historical factors that shape our conceptions of masculinity, femininity and sexuality. Our gendered identities are an integral part of our experience. We often accept them as natural. Our identities are social processes that organize our perceptions of the world, our ideas, and behavior. We will examine issues of gender inequality and, finally, theorize about alternative conceptions of gender. *The Department*

SC 144 Legal and Illegal Violence Against Women (F: 3)

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed. *Lynda Lytle Holmstrom*

SC 154 Medical Sociology

The course will discuss (1) the social creation of disease (i.e., social factors that increase one's chances of contracting disease), and (2) the medical system's response to disease. Special emphasis will be placed on the power of the professions; clinician-patient relationships; medical mistakes; what health and illness mean to people; hospitals and other organizations within which medical work is done; and contemporary debates (e.g., prolongation of life) taking place in the medical arena. *Not offered in 1996-97*

Lynda Lytle Holmstrom

SC 184 Sociology of the Legal Profession (F: 3)

This course in the area of the sociology of occupations/professions is of particular interest to students who are thinking about and/or are committed to law school and a legal career. Against a background of some conceptual considerations regarding the professions, the course studies the evolution of the legal profession in the United States. Special attention is then given to the social and psychological characteristics of those seeking admission to law schools, to the structure of legal education, to the academic and social processes involved in making a lawyer, and to the selective processes that operate in the choice of a first job. Subsequently, attention is given to the work cultures of different types of lawyering (larger firm, corporation, criminal, etc.), to the changing structures of the legal profession, and to some of the current and developing problems confronted by American lawyers. *John Donovan*

SC 188 Sociology of Organizations (S: 3)

This is an introductory course that will be divided into two parts. The first part will focus on organizational structure and internal processes, and how these factors affect the organization's ability to meet its goals as well as how they affect the lives of the organization members. The second part of the course will focus on organizations within the context of their environments. How does the environment affect the organization, and how do organizations affect and manage their own. *J. Joseph Burns*

SC 200 Statistics (F, S: 3)

This course is an introduction to statistics, and the emphasis is on the use of the computer facilities, the VAX, and programming in SPSS. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance. *William A. Harris
Michael A. Malec
The Department*

SC 210 Research Methods (F, S: 3)

This course acquaints students with the range of research methods used in sociological work. We discuss the philosophical assumptions that underlie a scientific approach to the study of social life, and consider the interplay of data, method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences. *David Karp
The Department*

SC 215 Social Theory II (F, S: 3)

This course reviews the major lines of classical to contemporary sociological theory. The emphasis will be on reading primary sources. Each classical theoretical writer will be paired to one or more contemporary theorist who works out of the same orientation as the classical writers. The classical writers will be chosen from among Adam Smith, Marx, Feuerbach, Durkheim, Weber, Tocqueville, Martineau, and Dubois. *Paul S. Gray
William A. Harris
Eve Spangler*

SC 225 (HS 148) (EN 125) (PS 125) Introduction to Feminisms (F, S: 3)

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course. *Ellen Friedman*

SC 242 (BK 242) Black Women and Feminism (F: 3)

This course is an examination of the Black woman's involvement in the feminist movement and of her resulting dilemma. The course will explore the issues of double discrimination, the matriarchy, over-achievement, male/female relationships, and fear of success. These themes will make the connections between the political priorities black women must set when forced to choose between gender and race. A survey of the relationship between the Suffragette and other major American women activist organizations and Afro-American women will be offered. *Voloria Mack-Williams*

SC 250 (PL 259) (TH 327) Perspectives on War, Aggression and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict,

mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance. *Rein A. Uritam*

SC 251 (PL 269) (TH 328) Perspectives on War, Aggression and Conflict Resolution II (S: 3)

Rein A. Uritam

SC 268 (BK 268) (PL 268) The History and Development of Racism (F: 3)

This course will survey the historical forms racism has taken in the United States and will identify past and present methods of opposing racism. Major content areas will include a study of European antecedents to racism in the U.S., including the developing of white attitudes toward people of color in Anglo and other societies. The institutionalization of racism during the Colonial period will be examined with emphasis on judicial decisions and legislative acts, and the development of the U.S. constitution. Other content will focus on the peculiar institution of slavery, the history of Black protest, the abolitionist movement, Jim Crowism, and the development of the Web of Racism as an urban form of racism. *Horace Seldon*

SC 269 Race/Racism: Contemporary Issues (S: 3)

See description in the Black Studies department. *Horace Seldon*

SC 279 (BK 281) American Labor and Civil Rights Issues (S: 3)

The course offers a comprehensive analysis of the effects of government policy and employer and labor union practices on the status of Black workers. The consequences of automation and technological change for Black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban Black population will be studied. We will examine the social characteristics of the stable Black working class that has been central to Black protest and to community institutions. *The Department*

SC 299 Reading and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. *This is not a classroom course.* *The Department*

SC 310 Studies in Crime and Social Justice (S: 3)

This course invites a critical sociological engagement with the historical construction, organization and control of crime, the criminal and criminal law. In what ways is crime symptomatic of hierarchical social relations? Does crime reproduce or resist sex/gendered, racialized, and economic inequalities? How might persons concerned with social justice best theorize and act toward crime? In approaching these questions, this course will draw upon a diverse range of feminist, Marxist, multicultural, anarchist, and post-structuralist critical perspectives. *Stephen J. Pfobl*

SC 340 Internship in Sociology I (F, S: 3)

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or so-

cial policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility for locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students need to meet with the instructor before registering to get the full details about the course and to discuss possible placements, as they must make arrangements for their placements prior to the start of the course.

John B. Williamson

SC 341 Internship in Sociology II (F, S: 3)

This course can be taken as a continuation of SC 340 or as an independent course.

John B. Williamson

SC 345 Sociology of Religion (F: 3)

This course reviews the major lines of classical and contemporary sociological thinking on religious consciousness and religious practice. The course will examine (1) classical statements on religion and consciousness by Feuerbach, Marx, Durkheim, Freud, and Weber; (2) contemporary theoretical initiatives in cultural studies, neo-Marxism, post-structuralism, and theology; and (3) current research studies on religion. The course will be taught at an advanced level but does not require work in sociology.

Paul G. Schervish

SC 346 Economic Crisis and Social Change (F, S: 3)

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Economic health is closely linked to social health, and to reinvigorate our economy requires a major change in the way we think about ourselves and our society, as well as a radical social transformation. This course, which meets as a seminar once a week, offers an unusual way to think about the economy, and a chance for the student to rethink his or her ideas about the American Dream.

Charles Derber

SC 351 Power in Contemporary Society (F: 3)

This course examines the types and uses of power in contemporary society, forms of power, and major historical changes. Also examined are the roles of ruling classes and elites, multinational corporations, the military (including the CIA), and political decision making by national leaders. Of particular importance will be a consideration of the characteristics of modern warfare, the limits of its use as an aspect of foreign policy, and alternatives to war.

Ritchie P. Lowry

SC 367 Organizational Misconduct and Control (S: 3)

This graduate/undergraduate course will focus on the origin and control of misconduct by various types of organizations. We will apply the concepts and theories of organizational behavior to see how misconduct and its control are related to the following: (1) the competitive environment in which organizations exist, (2) the characteristics of organizations themselves (e.g., size, complexity, socialization, computer systems), and (3) the regulatory environment. Each student will apply what they learn by analyzing a case of organizational misconduct.

Diane Vaughan

SC 378 (PS 600) (SW 600) Introduction to Social Work (F, S: 3)

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems.

Regina O'Grady-LeShane

SC 399 Scholar of the College (F, S: 3)

Permission of instructor is required.

David A. Karp

SC 422 Internships in Criminology I (F, S: 3)

Prerequisite: Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefits.

Edward J. Skeffington

SC 423 Internships in Criminology II (F, S: 3)

Prerequisite: Permission of instructor

Optional continuation of SC 422 on a more intensive level.

Edward J. Skeffington

SC 430 American Corporations (S: 3)

The purpose of this course is to become informed about the social changes taking place in the economy today so that you can put that information to good use. Understanding these changes and the evolving social/economic paradigm should enable you to make wise choices for your career and for finding alternatives to the human problems created by business.

Severyn T. Bruyn

SC 435 Theorizing Race, Class and Gender (S: 3)

Since the late 1970s there has been an explosion of theory charged with examining people's multiple identities and political alliances. This scholarship has attempted to account for several hierarchies based on race, class, gender, nationality, region, sexuality and religion. In this course we will look at several of the themes raised by this scholarship. We will examine scholars' analyses of key institutions—the state, the military, and the law. In addition, we will explore the intricacies of racial identity formation and the ways in which class, gender, sexuality, nation, and age form integral parts of that identity. While most of the reading focuses on the United States, we will also spend some time examining writing that is international in scope. Throughout the course we will grapple with what is required to make theory morally relevant, politically perceptive, and visionary.

Sangeeta Tyagi

SC 468 (ED 349) Sociology of Education (S: 3)

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and in-

stitutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationships between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

Ted I. K. Yoon

SC 491 Sociology of the Third World (S: 3)

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies—in meeting the challenges of dependency and modernization.

Paul S. Gray

SC 500 International Studies Seminar (S: 3)

This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies Minor or major. Although taught in the Department of Sociology, the seminar will be interdisciplinary in focus. Seniors in the International Studies Minor are welcome regardless of their major or field of interest within the minor, although the main analytical concepts will be drawn from the social sciences. Topics covered include the new world order, the end of the cold war, globalization of trade, Third World dependency, etc.

Paul S. Gray

SC 509 Feminism and Methodology (F: 3)

This course examines a range of feminist, social science and philosophy of science literature that is concerned with issues of methodology. We address the following: (1) What are the basic assumptions concerning the scientific method in the existing social science literature? (2) Is there a feminist methodology? (3) To what degree is science a cultural institution influenced by economic, social and political values? (4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them?

Sharlene J. Hesse-Biber

SC 517 (UN 518) Student Identity Changes During College (F: 3)

See course description in the University Courses department.

John Donovan

SC 523 (UN 520) The Sociology of the Inner Life (F: 3)

See course description in the University Courses department.

Paul Schervish

SC 527 The Evolution of Culture (F: 3)

This course is an anthropological examination of symbolic life in the emergence of culture. Special attention will be devoted to myth, folklore, stratification and political systems. The course will cover the origins of society in the life of the family and the tribe. Attention will be given to cross-cultural studies of sex behavior, the development of music, and the principles of evolution.

Severyn T. Bruyn

SC 532 Images and Power (S: 3)

This course is a critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention is paid to the relationship between visual imag-

ery and the politics of class, race and gender; art in the age of mechanical reproduction (e.g., photography, film and video); sex and reproduction in the age of mechanical art; the avant-garde and anti-art, dada and the like. *Stephen J. Pfobl*

SC 533 Sociology and Psychoanalysis

This seminar is located at the crossroads of psychoanalytic method and a critical sociological imagination. Beginning with a consideration of early accounts of social unconsciousness in the writings of Sigmund Freud, Carl Jung, Sabina Spielrein, and Emile Durkheim, this course explores social-psychoanalytic approaches to collective representational practices and what these practices repress and or sacrifice. This involves a reflexive engagement with questions concerning hegemonic erotic displacements, mythic taboos, and the historical specificity of personal and collective dreams, transference phantasies, fears, desires, and struggles for both justice and healing. It also explores the psychic and material dynamics of power and resistance to power in societies ruled, in part, by unconscious aspects of gendered, racialized, class-differentiated, and sexually-normalized hierarchies. This seminar is cross-listed with Women's Studies and is intended for graduate students and upper level undergraduates. *Not offered in 1996-1997*

Stephen J. Pfobl

SC 546 The Social Structure of Occupational Health (S: 3)

The course will use an institutional actor analysis to examine the role of labor, management, health professionals and the state in creating, recognizing and controlling occupational disease. The course is open to undergraduate and graduate students in Sociology, Management, Nursing and Law. *Eve Spangler*

SC 547 American Mass Culture in Europe: Americanization and Cultural Resistance from Ireland to Italy, from Holland to Hungary (F: 3)

Has Europe become like America, watching the same movies, listening to the same music, following the same fashions? The course will focus on problems of transmission, like film, television, music, advertising and on its reception by European audiences. Topics ranging from rock and roll behind the dikes, environmental and urban issues, the Cold War and culture, media events, cultural resistance and rejection, "Coca colonization" and cultural imperialism will be addressed with reading and viewing material. *Rob Kroes*

SC 550 Important Readings in Sociology (S: 3)

This working seminar involves intensive readings and classroom discussion of and about major sociological theorists and theories. Of particular interest is the way in which classic sociological theories can help develop unique insights into such contemporary social problems as crime, war and violence, poverty, and sexism and discrimination and how they developed historically in relation to one another. *Eve Spangler*

SC 555 Senior Honors Seminar (F: 3)

Prerequisite: Permission of the Department

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills

in topic selection, research design, and theory construction are emphasized.

Diane Vaughan

SC 556 Senior Honors Thesis (S: 3)

Continuation of SC 555.

Diane Vaughan

SC 564 Seminar on Medical and Family Sociology

Prerequisite: Permission of the instructor

This seminar will focus on student research projects in the area of medical and family sociology. *Not offered in 1996-97*

Lynda Lytle Holmstrom

SC 568 Sociology of Wealth and Poverty (F: 3)

Inequalities and economic insecurity have grown. Many young people fear that they will not live as well as their parents. Programs that aid the poor and near-poor are contracting. Social divides of class and race seem to tighten. Clashing ideologies seek to explain what is happening.

What are the facts? What are their causes? What are the economic, social and political effects? What are possible remedies?

S. M. Miller

SC 578 Corporate Social Responsibility (F: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

SC 580 Applied and Clinical Sociology (S: 3)

Many students turn to sociology in order to prepare for work in the service of society. This course surveys several strategies for addressing social problems, as they are related to a generalized approach to planned social change. The syllabus is strongly oriented to the theoretical and empirical literature of sociology. Short paper assignments in the course provide the opportunity to consider problems at various levels of social complexity, from small groups to large organizations. The assignments require the student to adopt the point of view of a practitioner (e.g., consultant, organizer, therapist) who is designing a plan to address a problem in the social world.

William A. Harris

SC 585 Black and Third World Women (S: 3)

This course raises contemporary feminist debates arising from women's lives in the United States, India, Britain, Mexico, Brazil and others. The debates center on the notions of identity, the politics of immigration and exile, women's relationships to a post-colonial state, the effects of western imperialism on the lives of Black and Third World Women, and the meanings and challenges of border living. We will draw heavily on post-colonial, African-American, and cultural theory of the last quarter century to understand the shifts in theorizing about the Third World and its implications for feminist struggles. By

identifying models of resistance that account for women's multiple identities and sometimes contradictory relations—with each other and to men—on the basis of gender, class, sexuality, and religious identification we will examine the challenges and promises of transnational feminist practices.

Sangeeta Tyagi

SC 670 (MC 670) Technology and Culture (S: 3)

See course description in the Graduate School of Management.

William Griffith

T H E A T R E

FACULTY

Stuart J. Hecht, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

John H. Houchin, *Assistant Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

Nicholas Mozak, *Assistant Professor*; B.A., Illinois Wesleyan; M.F.A., Wayne State University; Ph.D., Northwestern University



THEATRE

The Theatre program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theatre as well as the theory, history, and criticism of dramatic literature. The Theatre major provides a solid foundation in theatrical study by balancing course work with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the University stage.

Requirements for a Theatre Major

For the Classes of 1997, 1998, and 1999:

Students must complete eleven (11) courses in addition to an additional six credits worth of Theatre Production Laboratory. Five (5) of the courses are required. These courses are the following: (1) CT 060 Introduction to Theatre or CT 062 Dramatic Structure and Theatrical Process (which is preferred); (2) CT 140 Elements of Theatre Production I (which must be taken along with CT 145 Theatre Production Laboratory I); (3) CT 275 History of Theatre I; (4) CT 276 History of Theatre II; (5) CT 101 Acting I. These five basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed the five courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major: (1) Students must pick two (2) upper-level departmental theatre courses in theatre history, criticism and/or dramatic literature. Courses that meet this requirement are numbered from CT 360 to CT 379 and from CT 460 to CT 479. (2) Students must also pick two (2) upper-level departmental courses in performance and/or production. Courses that meet this requirement are numbered from CT 300 to CT 359, and CT 400 to CT 459. The remaining two (2) are electives, and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete six credits worth of Theatre Production Laboratory beyond their course requirements in order to graduate with a major in Theatre. Credits

are only awarded for working on Boston College Department of Theatre productions. Two of the six may be earned through substantial performance, stage management or design work (arranged in advance with the Department); otherwise, all six can only be in the technical area. Most Theatre Production Laboratory courses are worth one (1) credit; but CT 150 and CT 445 are worth two (2) credits and can only be counted once towards the major. Therefore, students should be prepared to take between five and six Theatre Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

It is strongly urged that majors meet with a faculty advisor in theatre as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

For the Class of 2000:

Students must complete Departmental requirements as listed above with the following changes. First, students must complete twelve (12) courses to graduate with a major in Theatre. The additional class is CT 141 Elements of Theatre Production II (which must also be taken along with CT 145 Theatre Production Laboratory I). Second, students must take CT 062 Dramatic Structure and Theatrical Process instead of Introduction to Theatre.

Incoming freshmen are strongly encouraged to take both the Elements of Theatre Production I (with its accompanying lab course) and the Dramatic Structure and Theatrical Process class in their first semester, and then take the Elements of Theatre Production II class (with its accompanying lab) in their second semester.

COURSE OFFERINGS

CT 060 Introduction to Theatre (F, S: 3)

A survey course for primarily non-majors, its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form: historical and cultural influences, staging styles and techniques and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required. This is a Core course.

Lorien Corbelletti

Christopher Jones

Luke Jorgensen

Jayne Koszyn

The Department

CT 062 Dramatic Structure and Theatrical Process (F: 3)

An advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function from a performance

sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society. This is a Core course and is required for all Theatre majors. *John Houchin*

CT 101 Acting I: Introduction (F, S: 3)

Students are responsible for learning the actor's basic rehearsal disciplines, such as line memory, improvisation and acting choices. They explore and apply these disciplines during the class-time rehearsal of four or five short scenes. Students are also responsible for learning and executing certain basic voice and movement techniques during the rehearsal.

John Houchin

Luke Jorgensen

Christopher Von Baeyer

CT 110 Beginning Ballet I (F: 3)

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

Margo Parsons

CT 140 Elements of Theater Production I (F: 3)

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center. No experience is necessary. All those enrolled in CT 140 must also sign up for its corequisite class, CT 145 Theatre Production Laboratory I.

Sheppard Barnett

Nicholas Mozak

CT 141 Elements of Theatre Production II (S: 3)

Prerequisite: CT 140 or permission of instructor

This class is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical stage work, students will also learn basic principles and skills of stage design. As was the case with Elements I, this course is required for theatre majors but is also open to interested non-majors. All those enrolled in CT 141 must also sign up for its corequisite class, CT 145 Theatre Production Laboratory I.

Sheppard Barnett

Nicholas Mozak

CT 145 Theater Production Laboratory I (F, S: 1)
To be taken in conjunction with CT 140 Elements of Theatre Production or independently.

This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production. This is a one-credit course that can be repeated according to departmental procedures.

Nicholas Mozak

CT 150 Theatre Production Laboratory II (F, S: 2)

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

Nicholas Mozak

CT 201 Acting II: Characterization (S: 3)

Prerequisite: CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101 Acting I. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.

The Department

CT 202 Acting Techniques I (F: 3)

This class offers hands-on experience in the basic craft of acting. It will be useful to those interested in considering the profession and to those wishing to sharpen their communication and verbal skills. Through voice and movement work, improvisation and group performance exercises designed to free emotional spontaneity and to encourage creativity, students will have the opportunity to explore text and develop confidence in their performance skills.

Christopher Von Baeyer

CT 220 Stage Movement I (F: 3)

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

Pamela Newton

CT 236 Stage Management (S: 3)

This course is a lecture/laboratory course with the major emphasis on the practical application of the art and science of stage management. Stage Management is the function of the individual that oversees the organization and function of the backstage operations during rehearsals and performance of a theatrical production. Course work will include a thorough investigation of the theory and principles of human resources management as well as technical production. Special emphasis

will be placed on the application of theory to actual stage management situations.

Howard Enoch

CT 237 Production Management (F: 3)

This course is a lecture/laboratory course with the major emphasis on the practical application of the art and science of production management. Production management is the function of the team that oversees the organization and budgeting of theatrical productions. Course work will include a thorough investigation of the theory and principles of human resources management, budget planning and implementation, the basics of graphics design, page layout, and technical production. Special emphasis will be placed on the application of theory to actual production management situations.

Howard Enoch

CT 246 Scene Painting I (S: 3)

Prerequisite: CT 153 or permission of instructor

This course introduces to students basic techniques employed in theatrical scene painting, including research, preparation, and execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration and field trips. Emphasis will be placed on the principles of color theory and the choice and application of specific materials used in the class room and studio experience. Additionally, students may have the opportunity to participate in departmental production situations at the discretion of the instructor. Supplies fee required for this course.

Nicholas Mozak

CT 253 Stage Design I (F: 3)

This course will concentrate on set design for the stage. We will study the evolution of theatre architecture and the development of dramatic forms, various design problems, and research possibilities. This will include some basic work at script analysis from the perspective of a designer. The student will learn the techniques of drafting, rendering, and model-making, skills that then are used to create a culminating final design project.

Nicholas Mozak

CT 260 The Critical Eye: Theatre in Boston (S: 3)

While it is understood that the art of the theatre is only realized in performance, we all too often rely on the script alone when we study the theatre. This course examines the script in performance to help the student develop an informed critical eye. We will travel throughout Boston to see eight to ten plays in area theatres. The primary goal of this course is to develop the means to critically evaluate performance and to investigate the process and value of the artist's interpretation of a text.

Christopher Jones

CT 275 History of Theatre I (F: 3)

This course follows the simultaneous development of the actor, playwright, architect and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political and cultural concerns of each age.

John Houchin

CT 276 History of Theatre II (S: 3)

This course is a continuation of History of Theatre I. It too follows the simultaneous development of the actor, playwright, architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

John Houchin

CT 300 Acting Techniques II (S: 3)

Prerequisite: CT 202

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.

Christopher Von Baeyer

CT 304 Acting III (F: 3)

Prerequisite: CT 101 and CT 201, as well as some stage experience; permission of the instructor

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

The Department

CT 305 Dance: History and Performance (F: 3)

Through readings, films and concerts, the student will be exposed to the various periods of dance: Renaissance, Romantic, Classical, Modern, and Contemporary. Students will be expected to choreograph and perform their own works as well as do those of professional choreographers.

Robert Ver Eeke, S. J.

CT 321 Choreography: Composition and Movement (S: 3)

Prerequisite: Permission of instructor or Department

Making dances involves energy, skill, and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction, and mood.

Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing. Active individual participation will culminate in the making of longer dance pieces. Students will be encouraged to stretch both their bodies and their ways of thinking. This class encourages the exploration of the rhythms, images and conflicts of the 1990s.

Pamela Newton

CT 363 (EN 242) Experimental Theatre I (F: 3)

This class will investigate the drama and theatre of Europe from 1880-1933. During this period, the European theatre, like the continent itself, was in a state of continual revolution. Realist playwrights such as Ibsen, Shaw, Hauptman and Gorki scandalized audiences with dramas that

challenged traditional sexual, religious, and political values. In the same period Symbolists and Expressionists used theatre to access the spiritual anguish of human existence while Futurists and Dadaists created an aesthetic of chaos. Perhaps no other period in theatre was as frenzied, provocative and entertaining.

Students in this class will study a number of scripts as well as a wide variety of production philosophies, design techniques, and acting styles from this period. Emphasis will be based on individual and group presentations rather than upon examinations. *John Houchin*

CT 365 (EN 240) Modern Theatre and Drama (F: 3)

In one sense, the purpose of this class is to review the development of modern drama from its roots in Ibsen through to the present. In order to do this we will read some ten to twelve plays, including works by such playwrights as Ibsen, Chekhov, Shaw, Pirandello, Brecht, Pinter, Beckett, O'Neill, Shaffer, Shepard, August Wilson and Craig Lucas.

In another sense, this is a class in learning how plays work. We will examine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements. *The Department*

CT 367 American Musical Theatre (F: 3)

An examination of the development of the American musical, from its roots through its 19th century inception and on to the present. We will trace the evolution of this theatrical form through study of its leading creative artists and productions, with special emphasis placed upon the careers and contributions of its leading composers and performers. This will include the work of George M. Cohan, Irving Berlin, George Gershwin, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and Andrew Lloyd Webber. The course will use lecture, discussion, presentation, film and recordings to examine musical theatre's growth and development. *Stuart J. Hecht*

CT 370 (CL 202) Classical Greek Drama in Translation (S: 3)

Selected plays from 5th-century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances and slides), and discussion will focus on the development of classical drama, the ancient theatre, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

This course satisfies the Core requirement in Literature, and it would be of interest to students of the theatre, English and other literatures that have been influenced by the form and content of classical drama.

Provision may be made for Classics students to read certain portions in Greek.

Dia M.L. Philippides

CT 373 Experimental Theatre II (S: 3)

This course will investigate trends in American theatre from 1960 to the present. Included in this

study will be playwrights such as Edward Albee, Sam Shepherd, David Mamet, August Wilson, and Susan-Lori Parks. Of major importance will be the impact of such pivotal theatres as Richard Schechner's Performance Garage, Joseph Chaiken's Open Theatre, Richard Foreman's Ontological Hysterical Theatre, Elizabeth LeCompte's Wooster Group. Topics will include off- and off-off-Broadway political theatre, the rise of the regional theatre, multiculturalism, gender and performance art. Students will be expected to read plays and critical essays. They will also see and discuss at least two productions in the Boston area. Class work will culminate in final class presentations. *John Houchin*

CT 405 Ritual and Performance (S: 3)

Theatre and dance have their roots in ritual and religious expression. Using the elements of ritual (myth, story, movement, dance and music), this course explores the performance experience. Primitive myth and ritual, Greek theatre, liturgical drama and dance, musical theater with ritual elements will be studied and worked with to deepen the student's experience of ritual and performance. The course is open to all who are willing to develop or discover their performing skills in theater and movement. *Robert Ver Eeke, S. J.*

CT 430 Directing I (F: 3)

Prerequisite: Permission of instructor

A course in the fundamentals of script analysis, staging and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended. *Stuart J. Hecht*

CT 431 Directing II (S: 3)

Prerequisite: Permission of instructor

This course is built upon the foundations of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft. *Stuart J. Hecht*

CT 432 Directing Lab I (F: 3)

To be taken in conjunction with CT 430 Directing I. This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work. *Stuart J. Hecht*

CT 433 Directing Lab II (S: 3)

To be taken in conjunction with CT 431 Directing II. This course is a continuation of CT 432 and functions in much the same way though now in relation to the material covered in Directing II. *Stuart J. Hecht*

CT 450 Teaching Assistantship (F, S: 2)

Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of the instructor

This two-credit laboratory course is intended to provide undergraduate theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant. (This lab class may not be used toward the six lab credits required to major.) *The Department*

CT 501 Theatre Practicum in Performance (F, S: 3)

Prerequisite: Permission of instructor required

An advanced independent study for those students interested in developing a significant performance work under faculty supervision. This involves both research and performance. Only those students who have completed CT 101, CT 201, CT 301 and who have had considerable performance experience are considered. Only open to seniors. *The Department*

CT 530 Theatre Practicum in Directing (F, S: 3)

Prerequisite: Permission of sponsoring instructor

This is a Senior project in which a limited number of students direct a Departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production. *Stuart J. Hecht*

CT 540 Theatre Practicum in Design (F, S: 3)

Prerequisite: Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories. The student will initially submit a written proposal outlining the intent of the practicum project and will document the design work throughout the process. Evaluation will be made in the form of a faculty discussion and critique of both process and product. *The Department*

CT 550 Honors Project in Theatre (F, S: 3)

Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end. *Stuart J. Hecht*

CT 598 Readings and Research in Theatre (F, S: 3)

Prerequisite: Senior standing and 12 credit hours in theatre; permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

CT 598-01 John Houchin

CT 598-02 Stuart J. Hecht

CT 598-03 Nicholas Mozak

CT 598-04 The Department

T H E O L O G Y

FACULTY

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

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Thomas H. Groome, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

David Hollenbach, S.J., *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

Philip J. King, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Matthew L. Lamb, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theo., State University of Munster

William W. Meissner, S.J., *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

John Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Anthony Saldarini, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

Mary F. Daly, *Associate Professor*; A.B., College of St. Rose in Albany; A.M., Catholic University; Ph.D., St. Mary's College; S.T.L., S.T.D., Ph.D., University of Fribourg

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

E. Michael Himes, *Associate Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

Claire Lowery, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Stephen J. Pope, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Louis P. Roy, O.P., *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Francis P. Sullivan, S.J., *Adjunct Associate Professor*; A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Ruth Langer, *Assistant Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

John Makransky, *Assistant Professor*; B.A., Yale University; Ph.D., University of Wisconsin

Willemien Otten, *Assistant Professor*; B.A., M.A., Ph.D., University of Amsterdam

Patrick J. Ryan, S.J., *Assistant Professor*; A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University



PROGRAM DESCRIPTION

The Undergraduate Program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of theology majors.

Course Offerings

The Department distinguishes five levels of course offerings: (1) *Core*—introductory, designed for the fulfillment of the University's basic Theology requirement; (2) *Level One*—introductory, but not fulfilling the Core requirement; (3) *Level Two*—advanced undergraduate, more specifically aimed at minors and majors; (4) *Level Three*—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically professional; (5) *Graduate*—offered exclusively for professionally academic theological formation.

CORE OPTIONS

Two three-credit courses. Students who have enrolled at Boston College prior to June 1997 may select this option and may choose two three-credit courses from the Core offering.

Two-semester sequence. Students who have entered Boston College prior to September 1993 may take one of these two semester sequences to fulfill the Theology Core requirement. For the Class of 1997 and thereafter the Theology Core requirement is a two-semester sequence. Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one two-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Introduction to Catholicism I and II
- TH 161-162 The Religious Quest I and II

Twelve-credit courses. Any student may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture, and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

MAJOR IN THEOLOGY

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either *The Biblical Heritage* or *The Religious Quest*. These year-long Core sequences count as two courses each.
- Either *Introduction to Christian Theology* or *Introduction to Catholicism, Perspectives, Pulse*, or *Honors Program*. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross disciplinary interest will guide the choice of electives.
- The Majors' Seminar, ordinarily taken in the Junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the School of Education can also major in theology. Theology majors can concentrate in education in the School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

MINORS IN THEOLOGY

Minor in Biblical Studies

This minor provides a special concentration in the Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in the modern study of the Bible.

For more information contact Prof. Anthony Saldarini, Theology Department, Carney 417.

Minor in Church History

This is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper level courses, the student can focus study on the development of the Church within a particular era or geographical setting. The minor is open to all students but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the Theology and the History departments.

For details of the requirements for the Church History minor, refer to Minors section under the College of Arts and Sciences section of this Catalog.

Minor in Faith, Peace and Justice Studies

Faith, Peace and Justice studies are part of the mission of a Jesuit university "to help to prepare young people and adults to live and labor for others and with others to build a more just world." This concern for a peaceful world based on justice reflects the wider Christian and Catholic stance on the crucial issues of peace and justice.

This interdisciplinary minor allows undergraduates to explore the pursuit of peaceful solutions to domestic, national and international conflict.

For details of the minor in Faith, Peace and Justice minor, refer to the Minors section under the College of Arts and Sciences section of this Catalog.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

The Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

COURSE OFFERINGS-CORE LEVEL

TH 001-002 Biblical Heritage I and II (F, S: 3)

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

The first semester will cover books and traditions found in the Hebrew Bible that originated through the exilic period (587-538 B.C.). The second semester will cover post-exilic books from the Hebrew Bible, the Deuterocanonical Books and the New Testament. Stress will be put on the historical development and inter-textual relationships of these books.

*John Darr
Philip J. King
Deborah Klee
Martha Morrison
Anthony Saldarini
David Vanderhoof
The Department*

Note: If you have taken TH 021 Introduction to the Old Testament, you may *not* take TH 001. If you have taken TH 050 Introduction to the New Testament, then you may not take TH 002.

TH 016-017 Introduction to Christian Theology I and II (F, S: 3)

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands.

Students considering a minor course of studies in the Faith, Peace, and Justice Program will find this course of special interest.

The sections taught by Professors O'Donohoe and Devettere are open to School of Nursing and Pre-Medical students only.

*Lisa Cabill
Raymond Devettere
Michael Himes
Fred Lawrence
James O'Donohoe
Willemien Otten
The Department*

Note: If you have taken TH 060 Introduction to Christian Theology you may not take either TH 016 or TH 017.

TH 023-024 Introduction to Catholicism I and II (F, S: 3)

This two-semester sequence is organized around six core theological themes: the person, God, and Jesus Christ (first semester); the church, worship and sacraments, and Christian Living, including ethics and spirituality (second semester). The approach is thoroughly Christian and ecumenical, but attention is focused on a Catholic perspective.

Robert Braunreuther, S.J.

Robert Imbelli

Bruce Morrill, S.J.

Joseph Nolan

Patrick Ryan, S.J.

Thomas Wangler

The Department

Note: If you have taken TH 217 Catholicism I you may *not* take TH 023. If you have taken TH 218 Catholicism II you may not take TH 024.

TH 161-162 The Religious Quest: Comparative Perspectives I and II (F, S: 3)

This two-semester sequence is an inquiry into various dimensions of the religious quest—that individual and communal seeking for ultimate meaning, values and transformation that has been organized according to the life-ways of the great religious traditions of the world. Each instructor of a Religious Quest section focuses upon at least two different living or historical religious traditions to compare and to bring them into conversation with one another. Among the themes that may be taken up in the course of the year: the relationship of faith and belief; the roles of symbol, myth, ritual and doctrine in religious living; the significance of holy men and women in the various traditions; religious themes in biography, autobiography and literature; the challenges of inter-religious dialogue and pluralism.

Richard Darr

Ruth Langer

Aloysius Lugira

John Makransky

John McDargh

Margaret Schatkin

The Department

Core—Comparative and Systematic or Doctrinal**TH 090-091 (PL 090-091) Perspectives on Western Culture I and II (F: 6-S: 6)**

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course will introduce the students into their philosophical and religious heritage through a study of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. This course is designed primarily for freshmen.

Members of the Theology

& Philosophy Departments

Core—Ethical and Social Scientific**TH 088 (PL 088) Person and Social Responsibility (F: 6-S: 6)**

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include an ongoing involvement in one of the field

projects available through the PULSE Program, as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions: What is justice? What is happiness? What kind of society do we live in? PULSE ONLY.

*Members of Theology
& Philosophy Departments*

COURSE OFFERINGS—NON-CORE LEVEL**TH 009 Fundamentals of Judaism (F: 3)**

An overview of Judaism that includes a discussion of the branches of contemporary Judaism, a review of the life cycle events, the Jewish calendar, various theological issues (e.g., the God idea, theodicy, immortality), and Hebrew scripture.

Murray Rothman

TH 037 (SL 037) Introduction to Hebrew I (F: 3)

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. This course continues in second semester as TH 038 (SL 038).

Zabeva Carpenter

TH 038 (SL 038) Introduction to Hebrew II (S: 3)

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read Hebrew prose and poetry and to set a foundation for both conversational and compositional skills.

Zabeva Carpenter

TH 072 Sacraments and Ministry (S: 3)

The course will cover three principal areas: (1) the variety of forms of church order found in New Testament and early Patristic writings; (2) the necessity of preserving adherence to church order, particularly so that the Church can carry out its mission as historical community of faith; (3) criteria for discerning the reality of sacraments and ministry in those communities separated from the traditional sources of order in the Church.

Raymond G. Helmick, S.J.

TH 107 (BK 120) Religion in Africa (F: 3)

The course is designed to introduce the variety of African religious experience. The contents and the significance of African religion, as an autochthonous religion, will be outlined. Christianity and Islam, as the most heterochthonously extended religions in Africa like Judaism and a variety of Indian-Asian religions will be considered. While emphasis will be placed on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in changing Africa.

Aloysius M. Lugira

TH 108 (BK 121) Christianity in Africa (S: 3)

This course is intended to give a historically interdisciplinary bird's-eye-view on Christianity in Africa. While Christianity generally will be touched upon, emphasis will be placed on the de-

velopment and extension of the Christian tradition in Africa. The three stages within which Christianity has been so far established in Africa will be discussed. Finally, a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

Aloysius M. Lugira

TH 160 (UN 160) The Challenge of Justice (F, S: 3)

This course fulfills the basic Core requirement for students interested in the Faith, Peace and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to appreciate what is at stake when we choose one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary conversation about justice and peace. Selected problems to be examined may include human rights, right to health care, hunger and poverty, and ecological justice.

Matthew Mullane

TH 185 Catholic Theology of Marriage (F, S: 3)

This course culminates in a consideration of the nature of marriage in a Judeo-Christian and, more precisely, in a Catholic context. This treatment follows a consideration of Ethics and Moral Theology in their broader span.

Patrick Ryan, S.J.

TH 206 Relationships: A Way to Know God (F: 3)

The search for intimacy is a major developmental task of young adulthood, indeed of all life. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God but through those whom we see and know?

A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, lovers, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

Joseph Marchese

TH 280 Principles of Conflict Resolution (F: 3)

The course will be based on a number of analytical principles that the lecturer has developed through practical work in a variety of international and communal conflicts, particularly in Northern Ireland, in Lebanon and in the Arab-Israeli conflict. Negotiation techniques will be emphasized and practiced in simulation sessions. The greater emphasis will be given to the psychological blockages, ambivalence, stereotyping and other factors that prevent people in conflict from negotiating their differences, and practical ways of breaking through these obstacles.

Raymond G. Helmick, S.J.

TH 284 Introduction to Catholic Ethics (F: 3)

This course is designed to provide the college student with an overview of the elements essential for a basic understanding of Christian morality as articulated within the Roman Catholic tradition. It will focus attention on elements essential to personal moral development for life in a real world.

James O'Donohoe

TH 323 The Northern Ireland Conflict (F: 3)

The Northern Ireland conflict has been stagnating for many years, and contrasts strongly with other, more volatile, conflicts in this respect. The course will examine this distinctive feature, brought about by extraordinary levels of denial by the participants, as well as the psychological dynamic of the conflict, its economic, social and political bases in history and contemporary consciousness.

Topics will include the security problems, political options, legal system, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public perceptions in Britain and the Republic of Ireland, and the peculiar quiescence of U.S. policy and Irish-American opinion. Comparisons will be made with other conflicts of an analogous communal type, as in the Middle East and Cyprus, and such as have come to the fore in recent years in the former Yugoslavia and what was the Soviet Union.

Raymond G. Helmick, S.J.

TH 325 Lebanon: Focal Point of Conflict (S: 3)

The course will examine the now all but suppressed conflict in Lebanon, rendered quiet these last few years more by the military control of neighboring Syria than by actual resolution of the conflict between the communities. We will look at the balance of confessional and social forces, the civil war breakdowns of 1958 and 1975-76, the continuing crisis through the Israeli invasions of 1978 and 1982, the interlude of American intervention and the establishment of Syrian control, the bitter resistance under General Aoun, the Taif Accord and its aftermath to the present. Lebanon's conflict will be located within the broader crisis of the Middle East.

Raymond G. Helmick, S.J.

TH 326 The Biblical Virtues (S: 3)

Prerequisite: An introductory course in Biblical studies

Faith, hope, love, as well as dominant themes such as covenant, holiness, righteousness.

Philip King

TH 327 (PL 259) (SC 250) Perspectives on War, Aggression and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and non-violent resistance.

Rein A. Uritam

TH 330 Theology Majors' Seminar (F: 3)

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This

is done primarily through the research and writing of a seminar paper. This course is offered each fall and may be taken by senior or junior majors. Sufficiently advanced students are urged to take the seminar in junior year. *Majors only.*

Michael Himes

TH 350 Gospel of Matthew (F: 3)

Prerequisite: An introductory course in Biblical studies

A detailed study of Matthew as a literary and theological work with special attention to its setting in first century Judaism and Christianity, and its relationship to the other gospels. Matthew's implications for Christian thought and behavior will be stressed.

Anthony Saldarini

TH 357 Pauline Tradition (F: 3)

Prerequisite: An introductory course in Biblical studies

This course introduces students to contemporary issues in the study of the Pauline letters and theology. Topics studied will include the literary and rhetorical structure of the Pauline letter, reconstructing the life of the apostle, Paul's relationship to first century Judaism, and the basic themes of Pauline theology. Each class will include exegesis of a section of Paul's letter to the Romans. Other Pauline letters will be discussed in the context of reconstructing Paul's life and theology.

Pheme Perkins

TH 360 Living Truthfully: Way to Personal Peace and Social Change (F: 3)

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Rev. Anthony Penna

TH 362 New Testament Christology (S: 3)

Prerequisite: An introduction to the New Testament

This course combines a brief survey of the history of Christology with analysis of contemporary exegetical treatments of the emergence and development of Christology in the New Testament writings. Topics include the following: monotheism and belief in Jesus as Lord; Christology and the historical Jesus; Christology and resurrection; Christological titles and hymns; Christology as narrative in the synoptic gospels; the death of Jesus and atonement; and incarnation. Modern attempts to use biblical material in rethinking traditional Christological formulae are also discussed.

Pheme Perkins

TH 369 The Spiritual Journey (S: 3)

The course will explore various approaches to the spiritual journey through readings and discussion including fiction, non-fiction, biography, and spirituality. A diverse and multicultural approach will be taken ranging from writings by and about the lives of Christian saints, contemporary spiritual writers and through fiction by a Native American, a Salvadoran, and an Asian American. Such readings will serve as the springboard for discussion and inquiry on the spiritual life.

Paula Norbert

TH 371 Turning Points in Jewish History (S: 3)

From the exile from Zion with the Roman destruction of the Temple in 70 CE to the return to Zion in the modern era, Jews have lived in dispersion as a minority people subject to the will of others. This course will survey the high and low points of this experience of exile, introducing some of the primary documents produced by Jews under the influences, positive and negative, of life in the pagan, Christian and Moslem worlds.

Ruth Langer

TH 389 The Parables of Jesus (F: 3)

This course studies the parables of Jesus in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the functions of the parables in Jesus' ministry and to their roles in the gospel narrative.

John Darr

TH 391 Book of Genesis (F: 3)

Prerequisite: Introductory course in Biblical studies

In-depth study of selected passages, emphasizing literary qualities and theological values. Parallels in ambient cultures.

Philip King

TH 404 Tibetan Tantric Buddhism: An Advanced Introduction (S: 3)

Reading ancient and contemporary writings in translation by native Tibetan Buddhist scholars, we will study a selection from the following genres of Tibetan Buddhist literature: sacred biography, songs of spiritual realization, manuals of praxis (ritual, devotional and contemplative), systematic treatises, Lam rim (stages of the path to Enlightenment), blo sbyong (techniques of mental purification), gTerma (revelatory texts). Noting their relations to different streams of Indian Buddhist tradition and indigenous religious culture, we will pay special attention to the ways that Tantric Buddhist perspectives inform each text. Examples will be drawn from rNying ma, bKa' brgyed, and dGe lugs traditions.

John Makransky

TH 410 (UN 500) One Life, Many Lives (S: 3)

See course description in the University Courses section.

James Weiss

TH 413 (UN 511) Lives in Progress (S: 3)

See course description in the University Courses section.

Joseph Marchese

TH 423 (CL 320) Seminar in Latin Patrology (S: 3)

Prerequisite: Latin

This semester the seminar will be devoted to reading Augustine's *De Civitate Dei*.

Margaret Schatkin

TH 425 (CL 323) Seminar: Greek Patrology (F: 3)

Prerequisite: Greek

This semester the seminar will be devoted to reading John Chrysostom's *De Laudibus Pauli* and selections from Homiliae in 2 Corinthians.

Margaret Schatkin

TH 440 A Religious History of American Catholicism (F: 3)

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on

the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, heroic lifestyles, and ethics. Primary sources, many in computer readable form as well as on paper, will be emphasized.

Thomas E. Wangler

TH 446 Dante and Christianity (F: 3)

Analysis of Dante's view of Christianity and its relation to civil society, through investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

TH 454 Indian Mahayana Buddhism: An Advanced Introduction (F: 3)

Reading Indian scriptures and commentaries in translation, we trace developments in core doctrines and practices of Indian Mahayana Buddhism (the movement that spread from India to dominate Buddhist cultures of Central and East Asia). Topics include emptiness, compassion, devotion, ritual and meditation, the Bodhisattva path, "skillful means" as hermeneutic, visionary experience, and the Mahayana pantheon, Mahayana concepts of Nirvana, and Buddha nature.

John Makransky

TH 458 Reading the Bible with Jewish Eyes (F: 3)

While the Bible lies at the center of Jewish life and thought, Jewish understanding of the Bible is filtered through generations of rabbinic interpretation and commentary. This course will explore this tradition of interpretation, introducing the various forms and generations of rabbinic midrash, as well as investigating the reshaping of this material in the medieval commentary and poetic traditions. While the primary emphasis will be on the reinterpretation and fleshing out of narrative texts, the course will introduce rabbinic legal methodology.

Ruth Langer

TH 476 Development of Theology as a Scientific Discipline in the Middle Ages (F: 3)

A historical study of the way the academic reading of the Holy Scriptures developed into the university discipline of theology. The course examines the roles played by Scripture, by patristic and medieval authorities, and by philosophy in theological inquiry. The sources for this study are the translated primary texts of authors from Abelard to Melancthon.

Stephen Brown

TH 480 Introduction to Ecclesiology (S: 3)

An introductory survey of issues in the field of ecclesiology through a reading of classic texts in the field. We will read texts that, while not themselves specifically ecclesiological, became common references once the field developed, as well as texts dealing with ecclesiology proper, i.e., ecclesiology as a field within systematic or doctrinal theology.

Michael Himes

TH 482 Hitler, the Churches and the Holocaust (F: 3)

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged

in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust *paradigm shift* in theology.

Donald Dietrich

TH 483 The History of God (S: 3)

This course will explore the ways in which the *idea* and *experience* of God have evolved to the present among the monotheists of the book—Jews, Christians, and Muslims—as they have encountered the transcendental reality within their differing cultures.

Donald Dietrich

TH 484 The History of Jewish Mysticism (S: 3)

This course traces the development of Jewish mysticism from its earliest expressions in Biblical prophecy to the Hasidic movement. Sessions will be devoted to Hekhalot Mysticism, German Pictism, Provencal Kabbalah, Catalanian Kabbalah, Castilian Kabbalah, Lurianic Kabbalah, Sabbatianism and Hasidism. Primary sources will be provided in translation.

Sharon F. Koren

TH 492 Prophets and Mystics (F: 3)

Designed for undergraduates who have completed Core Requirements in Theology.

This course will examine significant twentieth century attempts to relate belief in God, spirituality, and religious convictions to issues of political, social, and economic concern. Catholic, Protestant, and Jewish positions will be discussed. Authors include Abraham Heschel, Dietrich Bonhoeffer, Dorothy Day, Martin Luther King, and Vaclav Havel.

Stephen Pope

TH 493 Introduction to Islam (F: 3)

An overview of the origins and historical development of Islam: its essential doctrines, institutions, ritual practices, and interactions with other religions and cultures. Islam in the Middle East and North Africa are emphasized.

Wilfrid J. Rollman

TH 494 Islamic Revival in the Modern Middle East and North Africa (S: 3)

A historical introduction to contemporary Islamic reform and revivalist movements in the region: their origins, goals, organization, practice, and significance. Cases studied will include Algeria, Egypt, Iran, and the Sudan.

Wilfrid J. Rollman

TH 495 Foundations of Catholic Ethics (S: 3)

This course is especially designed for students at the IREPM who participate in the M.A.-M.S.W. joint program. It will examine the nature and historical development of Moral Theology and will attempt an in-depth consideration of such issues as the moral agent, objective moral norms, the nature and formation of personal conscience, traditional and contemporary understandings of sin as a religious concept as well as an examination of the "ethics of character."

James O'Donohoe

TH 522 Good and Evil (S: 3)

Designed for undergraduates who have completed Core requirements in Theology.

This course will carefully examine selected interpretations of personal moral goodness and evil. It will consider the following questions: Is human nature inherently good or evil? What does it mean to be a good person or a bad person? What is moral goodness and how can it be distinguished from the appearance of moral goodness? How is moral goodness related to belief in

God? What is evil, and how is it related to sin? How is evil related to moral weakness? These and other questions will be examined in light of Augustine's *Confessions*, Shakespeare's *Othello*, Nietzsche's *Beyond Good and Evil*, and Kierkegaard's *Purity of Heart*.

Stephen Pope

TH 523 (UN 523) Telling Our Stories, Living Our Lives (F: 3)

Formerly titled UN 501 (TH 411) Patterns of Development and Narratives of Faith

See course description in the University Courses section.

H. John McDargh

TH 525 Medieval Theology I (S: 3)

A study of key theological figures from Abelard to Aquinas with a focus on their Christology and Trinitarian teachings.

Stephen Brown

TH 550 The Body in Early and Medieval Christianity (F: 3)

This course will use the body as a lens to highlight significant developments in early and medieval Christianity. Approaching the body as *locus politicus*, the course will focus on martyrdom and asceticism as the problem of private and public possession of the body in early Christianity. Approaching the body as *theological locus*, the course will focus on the meaning of embodiment and incarnation. Regarding the body as mystical locus, the course will study various manifestations of medieval mysticism, especially the connection between gender and genre.

Willemien Otten

TH 561 Christian Ethics and Social Issues (S: 3)

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, economic justice, human rights, war and peace, and the role of Christians and the ministry of the church in the political sphere.

David Hollenbach

TH 581 Contemporary Spiritual Writers and Movements (F: 3)

The transformation of spirituality, both as a dimension of Christian experience and as a field of study, has advanced due to major writers, heroes and movements of the late twentieth century. After a historical overview, we shall study in-depth at least one Catholic and one Protestant writer (e.g., Merton, Nouwen, Bonhoeffer, Leech), and one or two transformative movements such as feminism, liberation, ecology, and/or sexuality.

James Weiss

TH 588 Jewish Ethics: Three Modern Figures (F: 3)

This course examines three figures from twentieth century Jewish thought: Hermann Cohen, Leo Baeck, and Abraham Joshua Heschel. In addition to investigating the distinctive contribution of each figure, this course inquires about the common tradition to which all three belong: Jewish ethical monotheism and prophetic praxis.

Avi Bernstein

UNIVERSITY COURSES

UN 500 (TH 410) Capstone: One Life, Many Lives (S: 3)

In this course we shall read biography and autobiography to observe the process of finding the central meaning of life, because the writer of biography must assess the lifelong process of forming, keeping or breaking significant commitments. We shall read a novel and articles dealing

with conflicts of career and relationships. We shall also keep a personal journal to learn the process of reflection, growth and integration.

James Weiss

UN 511 (TH 413) Lives in Progress (S: 3)

Graduation is a pivotal transition. It results in an upheaval requiring assessment and re-ordering of the past in order to create a future grounded in the past but not bound by it. We shall study our lives up to now as a window to the future—a future envisioned not only in our own personal history but also in biographies, autobiographies, and fictional accounts of men and women searching for the good life. Thus the underlying assumption of this course is that the emotional, physical, intellectual, and religious challenges of college have not only enthralled us for the moment, but seeds us for a glorious life that continues.

Joseph Marchese

UN 523 (TH 523) Telling Our Stories, Living Our Lives (F: 3)

Formerly titled UN501 (TH 411) Patterns of Development and Narratives of Faith

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our life narratives by looking at the significant myths that derive from religion, culture and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

H. John McDargh

UN 590 Faith, Peace and Justice Senior Project Seminar

Prerequisite: Open only to senior students in FPJ Program. Permission of Director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Student and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

UNIVERSITY COURSES

UNIVERSITY CAPSTONE COURSES

For a full description of the interdisciplinary Capstone Program, designed for seniors and second-semester juniors in all schools, refer to the University section at the front of this Catalog. Below are descriptions of the Capstone courses offered in 1996-97.

All Capstone courses may be taken as electives. Capstone seminars that are cross-listed in a specific department may also be taken for major credit in that department.

UN 500 (TH 410) One Life, Many Lives (S: 3)

We often feel that we are living separate lives in our work, our relationships, our leisure, and our spiritual growth. We are repeatedly challenged to make one life from our many lives: to integrate our vision, to decide what is most important. We always arrive at the question: How do my "lives" fit together as one life? Do my activities reflect my deepest needs and values?

In this course, we shall read biography and autobiography to observe the process of finding the central meaning of a life, because the writer of biography must assess the lifelong process of forming, keeping, or breaking significant commitments. We shall read a novel and articles dealing with conflicts of career and relationships. We shall also keep a personal journal to learn the process of reflection, growth, and integration.

James Weiss

UN 502 (PL 434) Capstone: Ethics in the Professions (F, S: 3)

This course deals with two distinct but complementary approaches to ethics. It considers programmatic moral analysis, i.e., how to handle and resolve various moral dilemmas that are common in the workplace. For this part of the course we will rely on case studies that typify the vexing moral problems that arise in four major professions: law, medicine, business and journalism. Before considering these cases we will discuss some general ethical frameworks and basic themes in moral philosophy.

Richard Spinello

UN 503 (PL 273) Capstone: Private Life, Public Life (F: 3)

In this course we will explore the ways you can draw upon the resources of your previous studies in order to make sense of and enrich the challenges awaiting you in your future private and public life. In particular, we will look at the ways in which literature, history, social science, philosophy and theology can deepen one's personal relationships, one's work life, one's role as a citizen of a nation and a world, and one's spiritual life.

Patrick Byrne

UN 505 Capstone: Life and Career Planning (F, S: 3)

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible

careers and relationship issues. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the 21st century. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections on a variety of issues. Students completing the course ought to do so with a better and fuller understanding of what it means to live a balanced life.

Robert F. Capalbo

UN 508 (PL 271) Capstone: Taoism: Holistic Philosophy (F: 3)

This course focuses on an integral approach to studying human life: self, relationship, family life, work, social responsibility, as well as spirituality. The course is also a comparative study of Eastern and Western philosophy, or different ways of life, with special emphasis on Taoism.

Because of its unique nature, this course makes use of various methods involving students' active participation. In addition to lectures, we will use discussions, journals, and meditations (or quiet-sitting). Students are encouraged to make a reflective synthesis of the central themes of this course, and a personal synthesis of various aspects of their lives. In so doing, it is hoped that we can together explore and achieve some degree of knowledge, wisdom, patience, and above all tranquility.

Frank Sook

UN 510 (CO 470) Capstone: Conflict and Decision (F: 3)

This course focuses on inevitable questions underlying undergraduate study as well as critical decision-making throughout our lives. As conflicts result from varying priorities within a society, people make critical decisions about justice, freedom, social responsibility, and spiritual activities. This course underscores communication as a dynamic reflection of our most cherished values and hopes. It invites students to review their education in order to reflect on the lifelong task of integrating their commitments to work, relationships, citizenship, and spiritual development. This Capstone course features the shared viewing of several contemporary films relevant to course topics.

Ann M. Barry

UN 511 (TH 413) Lives in Progress (S: 3)

Graduation is a pivotal transition. It results in an upheaval requiring assessment and re-ordering of the past in order to create a future grounded in that past but not bounded by it. We shall study our lives up to now as a window to the future, a future envisioned not only in our own personal history but also in biographies, autobiographies, and fictional accounts of men and women searching for the good life. Thus, the underlying assumption of this course is that the emotional, physical, intellectual, and religious challenges of college have not only enthralled us for the moment but seeded us for a glorious life that continues.

Joseph Marchese

UN 514 Capstone: Personal Growth and Cosmic Design: The Cosmos, Spirituality and Spiritual Aerobics (S: 3)

Prerequisites: A Core course in a science and in theology/philosophy

This seminar will deal, in part, with patterns of physical and biological evolution of the Earth and the Universe, including mankind; and in part, with the writings on spirituality by Teilhard de Chardin, S.J., Harvey D. Egan, S.J., and Bernard Lonergan, S.J. This program will provide an opportunity to deepen one's spirituality as a "contemplative in action" through practice of *The Spiritual Exercises* of Ignatius Loyola, founder of the Jesuits, and to reveal linkages between the worlds of matter and spirit. *James Skehan, S.J.*

UN 518 (SC 517) Capstone: Student Identity Changes During College (F: 3)

This seminar postulates change as a life-long reality, one that varies by individual in time, direction, tempo, intensity, causation, and consequence. During this semester we will confront this many sided reality as it has and will continue to affect the identities and perspectives of college seniors. Personal reflections and discussion of what has changed during your college experience will help you to highlight these identity and perspective changes and to evaluate them critically. Specifically, changes and ambivalences in values and perspectives, in relationships with families and others, in self-perception and self-esteem, in career aspirations, spiritual development, etc., will be the foci of reflection, study and discussion. In addition, research interviews with other college seniors and with alumni five years out will be conducted in order to provide a more meaningful analytical context. They will help not only to locate the senior now but to prepare him/her for tomorrow's changes and ambivalences in identities and perspectives. *John Donovan*

UN 519 (SC 321) Capstone: Love and Work (S: 3)

Many have argued that the most significant tasks of adult life are love and work—the subjects to be explored in this seminar. Ordinarily, a course dedicated to these two topics might focus on family and career development. However, for purposes of this Capstone seminar, love will be understood to mean a concern with forging meaningful, nurturing, and respectful connections to others; work will be understood to mean a concern with effectiveness in the world. Thus, love and work become aspects of everything we do.

Through a series of readings, films, and discussions student will explore the everyday choices Americans of varying races, classes, and genders face in constructing a meaningful life. Sociology will help us to think systematically about agency (volitional human behavior) and structure (the cumulative effect of others' agency in creating a given environment to which we respond). The ordinary business of making a living will be compared to the more ambitious tasks of making history—improving the society in which we live. Different styles of making history (individual heroism, intellectual calling, political mobilization, therapeutic intervention) will be explored.

Eve Spangler

UN 520 (SC 523) Capstone: The Sociology of the Inner Life (F: 3)

This course offers a novel theoretical and methodological framework for examining the most deeply seated features of cultural and emotional life, what in more common parlance is called spirituality. I draw on my ongoing research on Christmas to explore with students a mode of sociological analysis that takes people's spiritual experiences seriously. There are three sections to the course reflecting the themes of culture, home and heart, and connecting Christmas experiences to those of everyday life. Each of these themes is connected to a particular small-scale research project designed to investigate the social meaning of the sacred and teach the methods of social inquiry: (1) writing an autobiographical narrative of one's own life story; (2) carrying out personal interviews and observations of others; and (3) studying the institutional settings that express and frame spiritual life. *Paul G. Schervish*

UN 521 (BI 214) Capstone: Science and Religion: Contemporary Issues (S: 3)

Is it possible for a scientist working in the 1990's to be a believer in God, and in particular a Christian believer, without compromising either his/her religious beliefs or practice of science? This course will explore this question by examining the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). Current views regarding the origin of the universe and the origin and evolution of life on earth will be explored, particularly with respect to the impact these have had on Christian belief. The influence from a world view derived from contemporary physics and biology on the believer's understanding of the manner of God's interaction with the world will be considered. Throughout, participants will be encouraged to consider how religious and scientific ways of thinking have influenced their own lives with an eye to the development of a personal synthesis of science and faith. *Donald J. Plocke, S.J.*

UN 523 (TH 523) Capstone: Telling Our Stories, Living Our Lives (F: 3)

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film. *John McDargh*

UN 524 (RL 200) Capstone: Discoveries of Self and the World (S: 3)

This course is designed for students who have studied abroad and will offer them an opportunity to reflect on how the foreign experience has shaped their sense of themselves, ideas concerning work, citizenship, relationships and spirituality. We will draw on literary texts, with particular emphasis on travel literature (poetry, essay, fiction), culture criticism, and the bildungsroman—or novel of development. The selected works (discussions, written work) will

focus on questions of displacement and growth, the call to maturity and whether it comes from within or without, how we know ourselves and how or if we can know an "other" person, country or culture. *Marian B. St. Onge*

UN 525 (EN 655) Capstone: Narratives of the Self (F: 3)

In this Capstone course, we will read and discuss autobiographical texts, considering ways in which various writers have used memory joined to the act of composition in order to discover shape and meaning in their lives. Though we will do some analytical writing about the texts we read, the bulk of the written work for the course will be in the autobiographical mode. Students will reflect on and write about how they have been formed and influenced by factors such as their family relationships, their economic and cultural backgrounds, their religious and academic training, and the larger, shared contexts of social change, geography, and current or historical events. Probable texts for the course will be drawn from *This Boy's Life* by Tobias Wolff, *Memories of a Catholic Girlhood* by Mary McCarthy, *Stop Time* by Frank Conroy, *Night* by Elie Wiesel, *What Work Is* (poems) by Philip Levine, *The Woman Warrior* by Maxine Hong Kingston, *Blue Highways* by William Least Heat Moon, *Walden* by Henry David Thoreau, *The Autobiography of Malcolm X*, and *The Gold Cell* (poems) by Sharon Olds, as well as selected short essays. *Suzanne Matson*

UN 590 Faith, Peace and Justice Senior Project Seminar

Prerequisite: Open only to senior students in FPJ Program. Permission of Director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to intergrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students. *The Department*

Other University courses are interdisciplinary and may be offered by various departments. For the academic year 1996-97, these "UN" courses may be found under the English, Philosophy, and Theology departments in the Arts and Sciences section and in the School of Education listings in this Catalog.

SCHOOL OF EDUCATION

In the 1860s, the eight members of the Boston College faculty taught a prescribed curriculum of English, Latin, Greek, French, German, mathematics, metaphysics and ethics, physics and astronomy, and chemistry. Today, 604 full-time faculty teach more than a thousand undergraduate and graduate courses each academic year. However, the goal of undergraduate education at Boston College remains unchanged: through the combination of a rigorous curriculum and a wide array of extracurricular activities, the University seeks to create a community, sharing the values of scholarship, achievement and service to others.



The School of Education is composed of two departments: the Department of Counseling, Developmental Psychology and Research Methods (Peter Airasian, Ph.D., Chairperson), and the Department of Curriculum, Administration and Special Education (Lea M. McGee, Ed.D., Chairperson). Students may choose to major in Early Childhood Education, Elementary Education, Secondary Education, Special Education, or Human Development. Within the Special Education program, students may be certified as either Elementary and Moderate Special Needs or Elementary and Intensive Special Needs Teachers.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin, and Classical Humanities. All programs lead to Massachusetts teacher certification.

A major in Human Development prepares students for work in a human service or related field or for graduate study in counseling, educational psychology, and related fields. Students in this program have obtained employment in psychological, educational, human service, and business settings. A practicum experience provides students with an opportunity to develop important professional skills and explore career opportunities. The ten-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. It is specifically designed for students who wish to work in non-school settings.

All of the undergraduate programs in the School of Education, except the major in Human Development, are designed to prepare students to meet state requirements for teacher certification. These programs may change in response to state certification regulations.

The School of Education also has many distinguished graduate programs; these are described in the *Graduate Catalog* of Boston College. Stu-

dents may elect graduate programs in the areas of Developmental and Educational Psychology, Educational Research, Measurement and Evaluation, Counseling Psychology, Special Education, Elementary Education, Early Childhood Education, Secondary Education, School Administration, Higher Education, Reading Education, and Curriculum and Instruction. In some areas of study, a student may complete a Master's degree in an academic year and a summer.

In addition, there are a number of Fifth Year programs available for academically superior students through which the Bachelor's and the Master's degree can be earned in 5 years. Please refer to the section following the descriptions of majors in the School of Education for more information about these programs.

The Preparation of Educators and Human Service Professionals with Handicapping Conditions

It is the goal of the School of Education to successfully prepare qualified individuals regardless of handicapping conditions for both a degree and state certification. The University accepts the affirmative duty to assure the accessibility of its physical plant and academic programs. After an evaluation of a student's capacity to perform essential professional functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a handicapping condition to complete the program successfully and obtain certification, so long as such accommodation does not result in the student's failure to meet the required knowledge, skills, and competencies required for both graduation and certification.

Academic Regulations

All students entering the School of Education are to follow a program of study in selected education majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is

also required of students who are in certification programs. Students in the Human Development program are required to complete a minor of at least four courses in one discipline outside the School of Education, or an interdisciplinary minor or a second major. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. However, students pursuing certification programs must maintain a cumulative average of at least 2.5 in order to enroll in the practicum.

1.2 Within the 38 courses required for graduation, the following 15 courses, which comprise the Core curriculum, are required of all students entering Boston College and scheduled to graduate in May 1997 or thereafter.

- 1 course in Writing
- 1 course in Literature (Classics, English, Germanic Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theater)
- 1 course in Mathematics
- 2 courses in History (European History since 1500)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology in Education—PY 030 and PY 031)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031)

The Cultural Diversity requirement may be fulfilled by an appropriate course listed in the Cultural Diversity course list published by the University Core Development committee. These courses may be taken to fulfill another Core requirement, a major requirement, or an elective.

Students are advised to select Core courses very carefully, making sure they satisfy the Core requirement in each department in Arts and Sciences. PY 030 and PY 031, both required courses for all students in the School of Education, meet the Core Social Science requirement. PY 031 also meets the Core requirement for a course in Cultural Diversity. Identification of Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete Core courses in the freshman and sophomore years.

1.3 A second major, either interdisciplinary or in a department of the College of Arts and Sciences subject discipline, is currently required of all students in certification programs. This major should be in an area that complements the student's program in the School of Education. These majors must have the approval of the student's Program Coordinator. Students in certification programs are encouraged to declare their liberal arts majors

early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of at least four courses in one subject discipline.

1.4 A major program of studies within the School of Education must be declared by all students and approved by the Office of the Assistant Dean before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher certification must be officially accepted into the major by the School of Education.

1.5 Students seeking a major leading to certification must complete and submit a Declaration of a Major form, an application for admission to a Teacher Education Program, and a current transcript to the Assistant Dean. Program Coordinators and the Assistant Dean review the applications and accept qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of a Major form and submit a current transcript. This application is reviewed by the Program Coordinator and Assistant Dean.

1.6 The remaining courses required for graduation include additional major courses, minor courses, and electives.

Normal Program

2.1 *Program Distribution:* The normal course load for freshmen, sophomores, and juniors is five three-credit courses each semester; for seniors, four courses. A freshman or sophomore who wishes to take only four courses may do so but must have the prior approval of the Office of the Assistant Dean. A sixth course may be taken by students whose average is at least 3.0. A student whose average is between 2.0 and 3.0 must obtain prior approval for a sixth course from the Office of the Assistant Dean. (Average is the student's most recent semester average or cumulative average, whichever is higher.)

2.2 Students are required to pass the Professional Development Seminar for Freshmen (ED 100) during the first semester of the freshman year.

2.3 During the first two years, students are required to enroll each year in a minimum of six credits of Education courses, unless they receive prior approval from the Office of the Assistant Dean.

2.4 No more than eleven courses may be taken for credit in one year without special permission of the Office of the Assistant Dean.

2.5 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.6 Tuition shall apply each semester as published, even if the student carries the minimum full-time load or less.

2.7 Acceleration of degree programs is possible in exceptional circumstances, provided the Assistant Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.8 The only courses that a student, after admission to Boston College, may apply toward a School of Education degree (whether for Core, major, or total-course requirements) will be those

taken at Boston College in a regular course of study during the academic year. The Office of the Assistant Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs
- the Foreign Study Program
- official college exchange programs
- special study programs authorized by the Office of the Assistant Dean
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload
- subject to certain restrictions, courses in the College of Advancing Studies as approved by the Office of the Assistant Dean prior to enrollment in the course.

Any of the above exceptions granted must be based on **prior** written approval from the Office of the Assistant Dean.

Transfer into the School of Education

3.1 The School of Education requires that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and ordinarily a cumulative average of at least 3.0, and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a college or university other than Boston College, courses that have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

3.3 Students transferring into the School of Education must meet with the appropriate Program Coordinator and have their programs of study confirmed as soon as possible after admission to the School of Education, but prior to the beginning of classes.

3.4 Official transfer applications must be submitted to the Office of the Assistant Dean before November 30 for spring semester admissions and before April 15 for fall semester admissions.

Pass/Fail Electives

4.1 In sophomore, junior, or senior years a student may, with the approval of the department offering the course, take an **elective** course on a Pass/Fail basis. No more than one Pass/Fail course may be taken in any semester. The course(s) must be in a department other than the one(s) in which the student is majoring; Pass/Fail evaluations may not be sought in Core or major courses. A student may designate a course as Pass/Fail on-line through the end of the registration period.

4.2 No more than three courses for which the final grade is "Pass" will be counted toward a degree.

4.3 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

4.4 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the Chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.

4.5 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or with-

draws from the first semester of such a course may, with the approval of the Office of the Assistant Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better, if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D- will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

Requirements for Good Standing

5.1 In order to remain in the School, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year. Students must have at least a 2.5 GPA to be eligible for a practicum.

5.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an unapproved underload, will result in the student's being placed on probation, or being required to withdraw from the School, as the Academic Standards Committee shall determine. Unless the student returns to good standing by the approved methods (see Course Make-up) or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

5.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes less than two courses in a semester, the Academic Standards Committee may require immediate withdrawal.

5.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload. A deficiency should be made up as soon as possible after it has been incurred.

A student who has been required to withdraw because of three or more deficiencies may be eligible to apply for readmission. To be eligible for return, a student must fulfill the conditions specified by the Dean's letter of withdrawal. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the School, and it is at the discretion of the Dean whether to allow readmission.

Students may be reinstated once after a dismissal. A student who receives a subsequent dismissal may not be reinstated.

Course Make-Up

6.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston

College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Assistant Dean or by the appropriate department for Core and/or Arts and Sciences major courses prior to registration in them.

6.2 To make up deficiencies, not more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

6.3 A student who has been or will be required to withdraw may seek approval of the Office of the Assistant Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades of B- or better in approved summer courses will not be allowed to matriculate in the School of Education.

Attendance

7.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

7.2 A student who is absent from class is responsible for obtaining from the professor, or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

7.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

7.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Assistant Dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Office of the Assistant Dean as soon as the student's health and other circumstances permit.

7.5 Final examinations must be given in all courses at the prescribed time. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness. The illness must be confirmed by the Assistant Dean preferably before the time of the final examination, but certainly within forty-eight hours of the examination.

Professional Practicum Experiences

8.1 Placements for practica leading to certification are arranged by the Office of Professional Practicum Experiences only for students enrolled in programs in the School of Education. Human Development students should consult the Human Development Manual for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

8.2 Sophomore and junior pre-practica and practica are essential parts of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

8.3 Three semesters of pre-practicum assignments of one day per week are required before student teaching in the early childhood, elementary and special needs programs is allowed. Before completing the practicum in the secondary program, two semesters of pre-practicum assignments of at least one day per week are required.

8.4 A full practicum (student teaching) is a full-time, five-days-per-week, experience in the senior year for the entire semester. It must be completed by all students seeking certification. A cumulative grade point average of 2.5 and successful completion of all courses leading to student teaching will be necessary prerequisites to the practicum. No incomplete grades can be outstanding and a minimum of 28 courses must have been completed before placement is approved. All students will be screened for eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher certification. No student will be allowed to enroll in an overload while doing their student teaching.

8.5 All regular and special education pre-practica and practica for students seeking teacher certification are arranged by the Office of Professional Practicum Experiences in Campion Hall, 135. Each field assignment must be applied for during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and April 15 for fall placements. Application deadlines for all practica are October 30 for spring placements and March 15 for fall placements. The Office of Professional Practicum Experiences will not be able to arrange assignments for late applicants.

8.6 The facilities utilized for practica are located in Boston and neighboring areas. Students are responsible for their own transportation to and from these facilities.

International, Out-of-State Program for Undergraduate Studies

9.1 The School of Education's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, France, Scotland, Germany and Spain. Out-of-State settings provide opportunities to work in approved schools in other states or Indian reservations in Maine and Arizona. For information regarding programs and requirements, contact the Program Director for International/National Programs, Office of Professional Practicum Experiences, School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02167-3804. All School of Education students may participate in the Foreign Study Programs described in the University section of the catalog.

Leave of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Dean's Office. A leave of absence will not usually be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval by the faculty member to the Office of the Assistant Dean no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor in order to finish the work after the end of the semester in which the course was initiated.

Academic Honors

The Dean's List

13.1 The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000), Second Honors (3.500-3.699), and Third Honors (3.300-3.499).

The Honors Program

13.2 Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the School of Education offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Office of the Assistant Dean.

Degree with Honors

13.3 Latin honors accompanying the degree of Bachelor of Arts are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude, with Honors, to the next 15%. These percentages are based on the student's 8-semester cumulative average.

Awards and Honors

13.4 *General Excellence Award*: An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested outstanding achievement in all courses of study during four academic years.

The Saint Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in honor of Professor Gearan, a member of the original faculty and the first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in honor of His Eminence, John J. Cardinal Wright, is presented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

The John A. Schmitt Award: An award presented to a member of the senior class who, like Professor Schmitt, has consistently demonstrated compassion for his or her fellow human beings, integrity in his or her dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

The Council for Exceptional Children Award: An award presented to a member of the Boston College Chapter of the Council for Exceptional Children for demonstration of unusual service to the care and education of children with disabilities.

The Rev. Charles F. Donovan, S.J., Award: This award is presented to a member of the Senior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities, and demonstrates excellence in professional and personal commitment, with a genuine concern for the needs and values of others.

The Rev. James F. Moynihan, S.J., Award: This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairperson of the Psychology Department and Professor of Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

The Patricia M. Coyle Award: This award is given to the graduating senior in Early Childhood Education who is a clear thinker in the field, able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love, and a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

The Karen E. Noonan Award: This award is given to the graduating senior in Early Childhood Education who has the qualities of a "natural" teacher of young children; a person who can communicate warmth and a sense of excitement for learning; a person who loves the exhilaration of working with challenging students, and making each child in the classroom feel important and unique.

MAJORS IN EDUCATION

All of the undergraduate majors in the School of Education, with the exception of the major in Human Development, are intended to meet the requirements for provisional teacher certification of the Massachusetts Department of Education. Also, through the School's accreditation by the Interstate Certification Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), certification for students seeking to teach in other states should be facilitated through completion of these majors. However, certification requirements are set by each state and are subject to change. All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the certification requirements of different states.

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Office of the Assistant Dean. Courses in the program cover the following areas: (1) child development and learning including their applications to the classroom, (2) curriculum and models in early education, (3) teaching diverse children and children with special needs, (4) the subject matter of reading, language arts and literature, mathematics, science, social studies, the arts, health, and physical education, (5) evaluation procedures, and (6) methods for teaching problem solving and critical thinking skills.

Students will also have pre-practicum and practicum experiences in the field and a required second major.

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and exceptional children in regular classrooms, first through sixth grade. A listing of specific course requirements may be obtained from the Office of the Assistant Dean. The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, health, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners such as the gifted, at risk, disabled or culturally diverse. Instruction enables students to effectively integrate exceptional children into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the School of Education, is required. Students must consult with their program advisors as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine through twelve. The field-experience component that is offered during the junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines:

- Biology
- Chemistry
- Geology (Earth Science)
- Physics
- English
- History
- Mathematics
- French
- Spanish
- Latin and Classical Humanities

A listing of specific course requirements may be obtained from the Office of the Assistant Dean. Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing and specific subject methods courses; and classroom assessment. The program also includes two pre-practicum experiences in the junior year and a practicum in the senior year.

Major in Human Development

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields, including Counseling, Psychology, or Social Work. This major will prepare students for entry-level employment in settings such as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and alternative educational and community settings. Students have also used the major as preparation for work in business and industry as human service personnel. The minor in Organization Studies-Human Resources Management offered with the Carroll School of Man-

agement is an important resource for students planning to work in business or industry.

This major does not provide for state certification as a classroom teacher. Ten courses are required for the major. A listing of specific course requirements may be obtained from the Office of the Assistant Dean.

In addition to the required courses, a minor of at least 4 courses in one discipline, an interdisciplinary minor, or a second major is required. A handbook for Human Development majors is available in the Office of the Assistant Dean and the Department of Counseling, Developmental Psychology, and Research Methods. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include ten hours a week of volunteer work in community or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development Major has been revised to strengthen offerings in developmental and counseling psychology for undergraduate majors. These changes modify the major for the Class of 2000. There are six courses and four electives, organized around three foci or concentrations. Members of this class should consult either the Office of the Assistant Dean or the Coordinator of the Human Development Program for further information.

Major in Elementary and Moderate Special Needs Education

This dual program prepares individuals to function both as general education teachers and as special education teachers of students with mild-to-moderate special needs, in accordance with the federally mandated "Least Restrictive Environment" principle for the school placement of special needs students. In light of a growing national movement for further inclusion of special needs students in regular classrooms, this percentage will increase as the nation moves closer to the year 2000. Regular education teachers must be able to accommodate special needs students in their classrooms, and special education teachers must be able to work closely with general education teachers. Students who complete this program successfully are ready to function as (1) general classroom teachers, (2) special education teachers, and (3) regular/special education co-teachers. Students who plan to seek special education certification in other states should contact the School of Education Office of Professional Practicum Experiences and the states in question to determine their certification requirements. A listing of the specific course requirements for this program may be obtained from the Office of the Assistant Dean.

Major in Elementary and Intensive Special Needs

This program is designed for students who aspire to work with individuals who have severe disabilities. Students will be prepared for teaching in public school settings. The program provides a clinical grounding in disabilities, a rationale for educational planning, and a variety of methodologies for the implementation of educational services. Increasingly, students with mental retardation and multiple disabilities are seen in schools.

Additional competencies include the preparation and transition of diverse students with severe handicaps for living and working in the community and skills in communicating and working effectively with parents and related specialists.

Course work and field work during the sophomore and junior years are followed by a full semester of student teaching in the senior year. Students wishing to teach severe special needs students should check with the state in which they wish to work to determine what course work will need to be done in order to qualify for certification.

Under the direction of their advisors, additional field work can be provided for students wishing experiences in settings for severely handicapped individuals other than classrooms (e.g., group homes, workshops, etc.).

Courses for the major in Intensive Special Needs include child development, classroom assessment, instructional strategies, instructional techniques for diverse learners, behavior management, communications disorders, and a practicum in intensive special needs. A listing of the specific course requirements for this program may be obtained from the Office of the Assistant Dean.

Middle School Certification

Middle School certification is available to Elementary and Secondary Education students. Students seeking this level of certification should consult the Office of the Assistant Dean, Campus 104.

FIFTH YEAR PROGRAMS

Academically superior students may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's and a Master's degree in five years. The master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the master's program. It is important to understand that 38 three-credit courses must be completed in order to fulfill the bachelor's degree requirements. None of the 38 courses required for the bachelor's degree can be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. Therefore, the Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas including Elementary, Early Childhood or Secondary Education, Moderate Special Needs, Intensive Special Needs, Visually Handicapped Studies, Higher Education Administration, and Human Development. At present, there is limited federal financial assistance for some graduate programs in Special Education.

Students interested in a Fifth Year Program should consult with the appropriate program coordinator early in their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work joint master's degree program is also available for a limited number of students. Students should

consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year.

The Human Development major has been revised to strengthen our offerings in developmental and counseling psychology for undergraduate majors. These changes modify the major for the Class of 2000. There are six core courses and four electives, organized around three foci or concentrations. Members of this class should consult either the Office of the Assistant Dean or the Coordinator of the Human Development Program for further information.

SECOND MAJORS AND MINORS FOR STUDENTS IN THE SCHOOL OF EDUCATION

All students in the School of Education who are pursuing an Education major leading to certification are required to undertake a second major, either interdisciplinary or in one discipline, in Arts and Sciences or in Human Development.

INTERDISCIPLINARY MAJORS

Interdisciplinary majors are based in two or more Arts and Science disciplines that are relevant to the teaching endeavors of early childhood, elementary and special education teachers. Each of these majors will be available to students in the School of Education pursuing Elementary, Early Childhood, or Special Needs programs in fulfillment of their College of Arts and Sciences major for certification requirements. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. These majors are not available to students seeking secondary certification. A list of courses required for these interdisciplinary majors is available in the Office of the Assistant Dean.

Child in Society

This interdisciplinary major is intended to introduce students to theory and research that focus on the child from the perspectives of several different social science disciplines: considering the child as an individual (psychology), the child in the context of the family and community (sociology), and the child in the context of a cultural group (anthropology and cultural psychology).

Mathematics/Computer Science

This interdisciplinary major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science, but who are not interested in the traditional mathematics major because of their intended career objective as elementary, early childhood or special needs educators.

Human Development

This interdisciplinary major is intended to provide students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social service and community agencies.

American Heritages

This interdisciplinary major is recommended for students who are interested in the American Heritage from literary and historical perspectives. Two tracks will be available for students pursuing this major: a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives on our American Heritages.

Perspectives on the Hispanic Experience

This interdisciplinary major is recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures. This major is particularly appropriate for students who intend to teach Latino children.

General Science

This interdisciplinary major is designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: Biology, Chemistry, Physics, and Geology.

Please note: Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas; secondary certification requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Minors for Human Development Students

Students who are pursuing Human Development as their primary Education major, regardless of class year, are required to carry either a minor of four to six courses in a single subject, a major or an interdisciplinary minor (e.g., Black Studies, Women's Studies) in the College of Arts and Sciences, or a second major in the School of Education. The minimum number of courses acceptable for a minor is four, and Core courses may be included. Students are encouraged and advised to complete six courses or eighteen credit hours in a minor. Students who have a second major automatically fulfill the minor requirement.

Specific acceptable areas of study for both majors and minors are listed in this catalog under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above. Core courses may be applied toward a second major in Arts and Sciences.

Minor in Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should contact Dr. Polly Ulichny and enroll in one Spanish course each semester, beginning in the first semester of freshman year.

Upon completion of the specialization, the elementary program requirements, and successful completion of the Massachusetts State Bilingual (Spanish) Proficiency Examination, students in the program are prepared for eligibility for Massachusetts Teacher Certification in Elementary and Transitional Bilingual Education for kindergarten to grade six.

Students who follow majors in Secondary Education and Spanish should consult the Secondary Coordinator regarding their eligibility for the Teacher of Transitional Bilingual Education, Secondary.

MINORS IN EDUCATION FOR STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES

Minor in Secondary Education for Students in the College of Arts and Sciences

Students from the College of Arts and Sciences who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, Latin and Classical Studies, or Theology in the College of Arts and Sciences may apply to minor in Secondary Education. This program begins in the sophomore year, and interested students should apply to the Office of the Assistant Dean before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state certification in all areas listed, except Theology.

The following courses are required for a Secondary Education Minor:

- ED 060 Classroom Assessment
- ED 211 Secondary Curriculum and Instruction
- ED 323 Reading Special Needs Instruction for the Secondary and Middle School (spring only)
- ED 300-304 Secondary and Middle Subject Methods (fall only)
- ED 233 Senior Seminar in Secondary Education (with ED 256)
- ED 258 Secondary Pre-Practicum (2 required)
- ED 256 Secondary Practicum (9 credits) (with ED 233) (taken second semester senior year)
- PY 041 Adolescent Psychology (3 A&S credits)*
- ED 203 Philosophy of Education (3 A&S credits)*

* Students must complete 32 courses in the College of Arts and Sciences. These required courses also count toward the Arts and Sciences requirement. No Carroll School of Management, School of Nursing, or School of Education courses may be taken beyond those listed above. Applications for the Secondary Education Minor must be submitted to the Office of the Assistant Dean. Interested students are welcome to inquire and obtain information from the Office of the Assistant Dean, Campion Hall 104, 617-552-4204.

Minor in General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisor's approval. This program does not lead to state certification, but it does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education:

- PY 030 Child Growth and Development
- PY 031 Family, School and Society
- PY 032 Psychology of Learning
- ED 044 Working with Special Needs Students
- ED 060 Classroom Assessment

Minor in Health Science

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with alternatives for future careers in the health field. It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

reers in the health field. It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

- BI 130 Anatomy and Physiology I
- BI 131 Anatomy and Physiology Laboratory I
- ED 274 Alcohol and Other Drugs
- ED 275 Human Sexuality
- ED 277 Nutrition, Physical Fitness and Weight Control (fall only)
- ED 278 Wellness and Health: Diagnosis and Planning (spring only)
- ED 279 Holistic Living

Minor in Organization Studies-Human Resources Management in the Carroll School of Management

Students with a Human Development major who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Organization Studies-Human Resources Management in the Carroll School of Management. Ordinarily students will be expected to have a 3.0 GPA. The minor consists of three required courses:

- MB 021 Organizational Behavior
- MB 110 Human Resources Management
- MB 313 Personnel and Organizational Research
- and a fourth elective

Statistics is required of all students in the minor. Applications are available from the Office of the Assistant Dean, Campion 104. The coordinator of the Human Development Program will review and approve the applications. Applications should be submitted no later than September of one's junior year.

Minor in Human Development for Carroll School of Management Students

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the School of Education. Ordinarily, students will be expected to have a 3.0 GPA. The minor consists of three required courses, Psychology of Learning (PY 032), Personality Theories (PY 242), and Adult Psychology (PY 244), plus one upper level PY elective. Applications for the Human Development minor are available in the office of Professor D. Fisher, Carroll School of Management. Applications should be submitted no later than September of one's junior year.

FACULTY

- Francis J. Kelly**, *Professor Emeritus*; A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University
- Mary T. Kinnane**, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College
- Pierre Lambert**, *Professor Emeritus*; B.S., M.Ed., Boston College; Ph.D., State University of Iowa
- Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., D.Ed., Cornell University
- Edward J. Power**, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame
- John F. Travers**, *Professor Emeritus*; B.A., M.S.Ed., Ph.D., Boston College
- Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University
- Mary Griffith**, *Associate Professor Emeritus*; B.A., Mundelein College; M.A., Ph.D., University of Chicago
- Peter W. Airasian**, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago
- Philip Altbach**, *Professor*; A.B., A.M., Ph.D., University of Chicago
- Albert Beaton**, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University
- Mary M. Brabeck**, *Professor*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota
- M. Beth Casey**, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University
- Marilyn Cochran-Smith**, *Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania
- John S. Dacey**, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University
- Walter M. Haney**, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University
- William K. Kilpatrick**, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University
- George T. Ladd**, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University
- George F. Madaus**, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College
- Lea McGee**, *Professor*; B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech
- Ronald L. Nuttall**, *Professor*; A.B., A.M., Ph.D., Harvard University
- Gerald J. Pine**, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University
- Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa
- John Savage**, *Professor*; A.B., Iona College; Ed.D., Boston University
- Mary E. Walsh**, *Professor and Associate Dean*; B.A., Catholic University; M.A., Ph.D., Clark University
- John E. Cawthorne**, *Research Professor*; A.B., Harvard College; M.A.T., Antioch-Putney Graduate School of Education
- Lillian Buckley**, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed.D., Boston University
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- Martha Bronson**, *Associate Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University
- Penny Hauser-Cram**, *Associate Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- John A. Jensen**, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester
- Joan C. Jones**, *Associate Professor*; B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University
- John B. Junkala**, *Associate Professor*; B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University
- Maureen E. Kenny**, *Associate Professor*; B.A., Brown University; Ph.D., University of Pennsylvania
- Larry Ludlow**, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago
- M. Brinton Lykes**, *Associate Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College
- James R. Mahalik**, *Associate Professor*; B.S., M.A., Ph.D., University of Maryland
- Jean Mooney**, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
- Bernard A. O'Brien**, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America
- Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
- Michael Schiro**, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University
- Edward B. Smith**, *Associate Professor*; A.B., M.A., Loyola University; Ph.D., University of Chicago
- Kenneth W. Wegner**, *Associate Professor*; B.S., M.Ed., Ed.D., University of Kansas
- Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
- Philip DiMattia**, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College
- Etiony Aldarondo**, *Assistant Professor*; B.A., Temple University; M.A., Ph.D., University of Massachusetts, Amherst
- Ralph Edwards**, *Assistant Professor*; B.A., City College of New York; M.A., Bank Street College; Ed.D., Harvard University
- Sara Freedman**, *Assistant Professor*; B.A., Brandeis University; M.S., Lesley College; Ed.D., University of Massachusetts, Amherst
- Jay T. King**, *Assistant Professor*; B.S., Union College; M.Ed., Tufts University; Ph.D., University of Rhode Island
- Otherine Neisler**, *Assistant Professor*; B.A., Brandeis University; M.A., Fairfield University; Ph.D., Syracuse University
- Joseph M. O'Keefe, S.J.**, *Assistant Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University
- Theresa Powell**, *Assistant Professor*; Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University
- Elizabeth Sparks**, *Assistant Professor*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College
- Polly Ulichny**, *Assistant Professor*; B.A., University of Wisconsin; M.Ed., Boston University; Ed.D., Harvard University
- Roger Worthington**, *Assistant Professor*; A.A., Fullerton Community College; B.A., California State University; M.A., Ph.D., University of California, Santa Barbara
- Gary Yee**, *Assistant Professor*; B.A., University of California, Berkeley; M.P.A., California State University, Hayward; Ed.D., Stanford University
- Nancy J. Zollers**, *Assistant Professor*; B.S., M.S., Ph.D., Syracuse University

COURSE OFFERINGS

Courses in the School of Education are listed with either a "PY" or "ED" prefix. Courses listed "PY" are psychology courses in education. These courses do not apply to a psychology major in the College of Arts and Sciences. Courses listed as "ED" are courses in the discipline of education.

PY 030 Child Growth and Development (F, S: 3)

This is the first part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development in today's society, and the place of education in promoting healthy development for all children. A central theme of these courses is that contemporary children have diverse and complex developmental needs that must be addressed through a constellation of services in which education can play a coordinating role.

The first course (PY 030) is designed to acquaint students with multiple processes of child development including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Classic theories, contemporary issues, and key research in child development will be discussed and analyzed in view of their application to educational and other applied settings.

*Thomas Bidell
Penny Hauser-Cram*

PY 031 Family, School, and Society (S: 3)

Prerequisite: PY 030

This is the second part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimension of child development in today's society, and the place of education in promoting healthy development for all children. A central theme of these courses is addressed through a constellation of services in which education can play a coordinating role.

In the second course (PY 031) we consider the social and cultural contexts that shape developmental and educational processes. The primary focus will be on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasis will be given to the special role of education in linking community resources for an integrated approach to searching children affected by such problems.

*Thomas Bidell
Penny Hauser-Cram*

PY 032 Psychology of Learning (F, S: 3)

This course is an investigation of the learning process with particular emphasis on the development of theories of learning, including behavioral, cognitive, and information processing theories. Special attention will be given to studies of perception, memory, concept formation, and problem-solving. The impact of emotions on learning, and the neurological basis of learning will also be discussed.

Martha Bronson

ED 039 Learning and Curriculum in the Elementary School (F, S: 3)

This course focuses on the translation of learning theories to instruction and curriculum practices at the elementary school levels (1-6). Current research on effective teaching, curriculum models, and classroom management serve as a

basis for study and reflection. Through the Professional Teams Model, this course is conducted at four partnership elementary schools where course instruction and supervision of students are done on Tuesday or Wednesday each week. A University site session each Monday for all students is also required.

Joan Jones

PY 041 Adolescent Psychology (F, S: 3)

This course is an introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

*John Dacey
William Kilpatrick*

ED 044 Working with Special Needs Students (F, S: 3)

This course introduces pre-service teachers to the wide range of diversity that exists across today's general school population and to the increased professional demands that this diversity makes upon teachers. Historically, most of the cognitive, behavioral, physical, and cultural problems encountered in the schools have fallen under the umbrella of special education. Presently, schools no longer assume that students' special needs can only be met by placing the students in separate settings. Most special needs students are assigned to regular classrooms for part or all of every day. Beginning with an understanding of the special education services mandated by federal and state regulations, the course discusses the "Least Restrictive Environment" concept. It describes the roles of regular and special education teachers in evaluating students and in developing appropriate curriculum accommodations.

*Richard Jackson
John Junkala
Alec Peck*

ED 060 Classroom Assessment (F, S: 3)

This course stresses the assessment concerns of classroom teachers. The roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques are presented. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. A special section for special education students presents techniques used in the development and implementation of individualized educational plans (IEP's) for students with special needs. The course distinguishes between assessment practices aimed at establishing legal eligibility for services and assessment for useful instructional planning.

*Albert Beaton
Walter Haney
John Junkala
Joseph Pedulla*

PY 061 Psychological and Educational Tests (F, S: 3)

This course is limited to students majoring in Human Development. It is an introduction to the theory, selection and use of standardized aptitude, ability, achievement, career interest, and person-

ality tests. Measurement concepts, including norms, reliability and validity, current controversies concerning test use, and ethical considerations are emphasized.

John Jensen

ED 100 Professional Development Seminar for Freshmen (F: 1)

This class is designed as a continuation of orientation and is mandatory for all freshmen. Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

The Department

ED 101 Teaching Reading and Language Arts (F, S: 3)

The course provides students with an understanding of how children develop literacy competency in a classroom setting. The focus is on models and theories of reading and writing instruction, approaches to teaching, and other curriculum considerations.

John Savage

ED 105 Teaching the Social Sciences and the Arts (F: 3)

This course explores the major theories and practices of teaching the social sciences and the arts at the elementary and middle school levels, paying particular attention to the hidden curriculum aspects of most programs.

Charles Smith, Jr.

ED 108 Teaching Mathematics and Technology (F, S: 3)

This course presents the following: (1) methods and materials useful in teaching mathematics to elementary school children, and (2) the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

Michael Schiro

ED 109 Teaching About the Natural World (F: 3)

The examination of instructional models and related materials that assist children in the construction of meaning from their natural world. Models will be set in real settings (both in and outside the classroom) with students becoming actively involved in the following: the selection of preferred strategies; working directly with students demonstrating model application; and initiating self/group evaluations of implementation efforts.

George Ladd

PY 114 Teaching Process and Content in Early Education (S: 3)

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

The Department

ED 115 Curriculum and Models in Early Education (F: 3)

This course focuses both on models of early childhood education and on their implementation through the design of programs and materials. Models and methods useful for inclusion, early intervention, child care, and parent involvement will also be reviewed and discussed. A general theme will be the ways in which different models provide for the individual, social, and cultural differences that young children bring to the learning environment. There will be a specific curricular focus on science education and the presentation of science concepts in different models.

Martha Bronson

ED 116 Exploring Science and Social Studies through the Environment (S: 3)

This course provides students the opportunity to review the nature of various instructional models and how they may be used in the areas of science and the social sciences (pre-K through Grade 3), to encourage the development of learners and their ability to formulate meaning from their own experience. Students will be actively involved in real life situations where they will be selecting, demonstrating, and evaluating teaching strategies they have chosen to apply.

The Department

ED 117 Beginning Reading and Language Arts Instruction (F: 3)

This course examines young children's spoken and written language development. Materials and activities that support young children's (birth to grade 3) language and literacy development in a holistic approach are described. Special emphasis is given to developing children's abilities in developmentally appropriate programs.

The Department

ED 128 Computer Applications for Educators (F: 3)

Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction-related programs to be examined include the following: drill and practice, tutorials, demonstrations, simulations, instructional games, and word processing. Other types of educational computer programs used in the course include the following: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record-keeping systems. This is not a course in computer programming.

The Department

ED 140 (EN 237) Studies in Children's Literature (F, S: 3)

This course will cover some of the major texts in children's literature. The reading will vary from one semester to another, with each offering of the course. It will, however, always include some classic authors (Grimm Brothers, Perrault, E.B. White, Disney, Viorst, Wilde, Thurber, etc.). In addition, it will explore the various issues (censorship, sexism, racism) that arise in any study of children's literature. This class is listed as both an English and an Education elective.

Bonnie Rudner

PY 147 Early Childhood Development and Learning (F: 3)

This course focuses on the development and learning of the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

The Department

ED 151 Early Childhood, Elementary, and Special Needs Pre-Practicum (F, S: 1)

This course is a one-day-a-week practicum for sophomores and juniors majoring in early childhood, elementary, moderate special needs, or intensive special needs education. Placements are made in selected school and teaching-related sites. To be taken concurrently with one of the following: ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, and PY 147. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. *Graded as Pass/Fail.*

Carol Pelletier

PY 152 Human Development Practicum (F, S: 3)

Students volunteer for ten to twelve hours per week at a site selected with the assistance of the instructor. Students meet in a weekly seminar, keep a journal of their field experience, and complete readings and written assignments that integrate theory and practice. This course provides an introduction to social service fields.

The Department

ED 198 Readings and Research (F, S: 3)

This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning of the course by the instructor, Department Chairperson, and the Assistant Dean.

Sr. Maryalce Gilfeather

ED 199 Independent Study in Education (F, S, Summer: 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor, Department Chairperson, and the Assistant Dean.

Sr. Maryalce Gilfeather

ED 201 Classroom Management: Children With Special Needs (F: 3)

This course focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. An important goal is to prepare teachers who are practiced in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Course content also considers theoretical models of discipline and classroom management strategies, and will require students to propose and develop a rationale for selection of specific techniques for a specific set of circumstances.

Philip DiMattia

ED 203 Philosophy of Education (S: 3)

An introduction to the philosophy of education, understood both as a systematic body of thinking about teaching and education and, especially, as a process of analyzing arguments about teaching and education.

Edward Smith

ED 205 Learning and Behavior Disorders (S: 3)

This is a course about children who exhibit diverse learning and behavioral challenges in the classroom and in the broader school setting. It will examine ways that children learn best and study behavioral/disorders that interfere with age appropriate development. Special education services provided to such children will be examined in the context of current reform movements that include the following: building based pre-referral teams, inclusion, teacher empowerment, untracking, cooperative learning and teaching models, and parental involvement.

Philip DiMattia

ED 208 Educational Strategies: Children with Special Needs (S: 3)

This course views the special needs student as one who must become increasingly independent as a learner and as an individual. It views the teacher as one who is able to construct learning environments in which students acquire and generalize many of the problem-solving strategies that are needed for independent learning. Students in this course will develop a strategic instructional rationale and demonstrate entry level skills in using explicit instructional approaches for the delivery of strategic instruction to children with special needs.

Jobu Junkala

ED 210 Introduction to Speech and Language Disorders (S: 3)

This course presents an overview of communication disorders in children and adolescents. It covers the major problems of articulation, voice, fluency, and language. In addition, consideration is given to the impact of various types of communication disorders on performance in school. Using a case study method, students explore issues of speech and language assessment and intervention as they relate to the design of classroom accommodations and curriculum modifications.

The Department

ED 211 Secondary Curriculum and Instruction (F, S: 3)

This course provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. The course focuses on the role of the teacher in secondary education reform. The major requirement of this project-based course is the development of a curriculum guide for a six-week interdisciplinary unit.

Otherine Neisler

PY 230 Abnormal Psychology (F, S: 3)

Prerequisites: PY 030, PY 031, PY 242

This course is about types of functional personality disorders with emphasis on diagnostic and dynamic aspects. It is designed to give students preparing to be counselors and other school personnel basic information for recognition and understanding of mental disturbance.

Jay King

ED 231 Senior Seminar in Early Childhood Education (F, S: 3)**ED 232 Senior Seminar in Elementary Education (F, S: 3)****ED 233 Senior Seminar in Secondary Education (F, S: 3)****ED 234 Senior Seminar in Elementary and Moderate Special Needs (F, S: 3)****ED 235 Senior Seminar in Elementary and Intensive Special Needs (F, S: 3)**

These capstone seminars, taken concurrently with student teaching, provide students with an opportunity to systematically reflect on their classroom experiences. Students identify a problem or topic related to their field experiences and design and conduct an inquiry project to explore the issue. They will relate it to the relevant literature in the area of interest and develop their inquiry with the help of their peers. Students will experience the role of reflective practitioner, provide and gain support from peers in the inquiry process, and, as a result, learn how to better address student needs. The class will discuss ways to help diverse students at different developmental levels learn, and will explore how to better achieve social justice in the classroom, school, and community.

*Ralph Edwards
Nancy Zollers*

PY 241 Interpersonal Relations (F, S: 3)

Prerequisites: PY 030, PY 031, PY 242

This course focuses on the person and his or her ability to live and work with other people. It will help the student to look at him or herself and choose those social techniques that will increase effectiveness as a person who can manage successfully, participate in, and organize programs that involve living and working with other people.

Jay King

PY 242 Personality Theories (F, S: 3)

Prerequisites: PY 030, PY 031

This course gives an introduction to selected theories of personality. It also examines selected critiques of these theories with a particular focus on culture, gender, and social context as key variables in understanding character and personality.

M. Brinton Lykes

PY 243 Counseling Theories (F, S: 3)

Prerequisites: PY 241, PY 242

This senior year course gives an introduction to the various theories of counseling. Open to majors in Human Development only.

Bernard O'Brien

PY 244 Adult Psychology (F, S: 3)

Prerequisites: PY 030, PY 031, PY 041 or permission of the instructor

This course is designed to investigate the psychological, sociological, anthropological, and historical aspects of adult development. Crises that must be met and mastered in the stages of life will be given special attention.

John Dacey

PY 245 Human Development Senior Practicum (F, S: 3)

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (ten to twelve hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition, students will be re-

quired to research the current literature on one aspect of their field work. This course is open only to seniors in the Human Development major.

The Department

PY 246 Psychology of Stress (S: 3)

This course explores the psycho-physiology of the stress reaction in human beings, through presentation of lecture material, films and slides, and group discussion. Crisis intervention theory and theories of loss, grieving, and separation are also reviewed in-depth.

The Department

PY 247 Behavioral Issues in Adolescence

This course is an examination of the causes and treatment of anti-social behavior. The extent and nature of delinquency and scientific explanations for this behavior, together with an evaluation of the juvenile system, will be stressed. Visits to juvenile courts are included. *Not offered 1996-97*

The Department

PY 248 Gender Roles (S: 3)

This course will examine social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

M. Brinton Lykes

ED 250 Elementary Practicum (F, S: 12)**ED 251 Secondary Practicum (F, S: 12)****ED 253 Elementary and Moderate Special Needs Practicum (F, S: 12)****ED 254 Bilingual Practicum (F, S: 12)****ED 256 Secondary Practicum for Arts and Sciences Students (F, S: 9)****ED 264 Early Childhood Practicum (F, S: 12)****ED 266 Elementary and Intensive Special Needs Practicum (F, S: 12)**

Prerequisites: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisites: ED 231, ED 232, ED 233, ED 234 or ED 235

This is a semester-long practicum experience (300+ clock hours), five full days per week, for seniors majoring in education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: *by March 15 for fall placements and by October 30 for spring placements.*

Carol Pelletier

ED 255 Seminar: Overseas Studies (F, S: 3)

For students who have completed a semester of student teaching abroad. Students lead seminars on the culture of overseas sites with students planning to go abroad. By permission only.

Carol Pelletier

ED 256 Secondary Practicum for Arts and Sciences Students (F, S: 9)

See ED 250 for course description.

ED 258 Secondary Pre-Practicum (F, S: 1)

This is a one day a week field lab for sophomores and juniors majoring in secondary education. Placements are made in selected school and teach-

ing-related sites. To be taken concurrently with ED 211, ED 323, and/or the subject methods course. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: *by April 1 for fall placements and December 1 for spring placements. Graded as Pass/Fail.*

Carol Pelletier

ED 262 Elementary Internship (F, S: 3)**ED 263 Secondary Internship (F, S: 3)**

Prerequisites: Successful completion of all required pre-practicum field assignments and courses

This is a semester long field assignment (300+ clock hours) five full days per week for employed professionals at the elementary or secondary school level. Apply to the Office of Professional Practicum Experiences.

Carol Pelletier

ED 264 Early Childhood Practicum (F, S: 12)

See ED 250 for course description.

ED 266 Elementary and Intensive Special Needs Practicum (F, S: 12)

See ED 250 for course description.

ED 268 Internship (F, S: 3)

Supervised experience is offered in practical work settings. Not open to students in teacher certification programs without permission from the Office of Professional Practicum Experiences the semester preceding the internship.

Carol Pelletier

ED 269 Extended Practicum (F, S: 3)

For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.

Carol Pelletier

ED 274 Alcohol and Other Drugs (F, S: 3)

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concept of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

Theresa Powell

ED 275 Human Sexuality (F, S: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted diseases, AIDS, abortion, and sexual development and identity. Current trends in sexual mores, the role of sex in relationships, and the role of sex in society will also be examined. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective.

Theresa Powell

ED 277 Nutrition, Physical Fitness, and Weight Control (F: 3)

Principles of nutrition, energy, body composition and physical activity, and their relationship to weight control and physiological conditioning will be examined.

The Department

ED 278 Wellness and Health: Diagnosis and Planning (S: 3)

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-

making within one's life style. Clinical, community agencies and school health education models will be diagnosed to determine their effects upon the social, cultural, and psychological foundations of wellness/health. *The Department*

ED 279 Holistic Living (F: 3)

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationship to the ego. Class presentations will be experiential as well as conceptual and analytical. *The Department*

PY 281 Child in Society (S: 3)

This course provides an integration of knowledge and concepts acquired through other courses selected as part of the interdisciplinary major in Child and Society. The course should be taken in the senior year. Discussions will center on themes or problems relating to the child in the context of the family, the community, and the culture, viewed from a variety of social science perspectives. *M. Brinton Lykes*

ED 290 Number Theory for Teachers (F: 3)

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include the following: prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art. *Margaret Kenny*

ED 291 Geometry for Teachers (S: 3)

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry. *Margaret Kenny*

ED 298 Honors Seminar: Philosophy of Education (S: 3)

This course is on the great books of education. It includes readings and discussion of such authors as Counts, Newman, Maritain, Plato, Whitehead, Locke, Rousseau, Dewey, Adler and others. The emphasis is on reading and critical writing. The goal is to promote original thought, difference of opinion, creative expression, and the formulation of one's own philosophy of education. Open only to students in the Honors Program. *Edward Smith*

Courses for Undergraduate and Graduate Enrollment

ED 300 Secondary and Middle School Science Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently

The course will provide an active, instructional environment that will enable each student to construct knowledge (skill, affective, and cognitive) that, in turn, will allow them to be prepared

to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Work will include reflection on current research: reform movements for AAAS, NRC, NSTA; inclusionary practices; interactions with experienced teachers; firsthand experience with instructional technology; and review and development of curriculum and related instructional materials. *George Ladd*

ED 301 Secondary and Middle School History Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently

This course will demonstrate methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work is also required. *Sara Freedman*

ED 302 Secondary and Middle School English Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills are among the topics covered. *Edward Smith*

ED 303 Secondary and Middle School Language Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently

This course reviews recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audiovisual materials (overhead transparencies, tapes, films, and computer software) and learn how to integrate these ancillaries into their lesson plans. *The Department*

ED 304 Secondary and Middle School Mathematics Methods (F: 3)

Corequisite: ED 258 or ED 429 must be taken concurrently

This course is designed to prepare the student for teaching in the middle and secondary school. It includes topics such as classroom practices, lesson planning, classroom management, and assessment of student performance. The responsibility of the student teacher to the cooperating teacher is covered, and mathematical topics are developed as well. Presentation of units in mathematics is required as is substantial field work. *The Department*

ED 307 Teachers and Educational Reform (S: 3)

This course will examine the literature on reform of education, paying particular attention to the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. We will pay particular attention to research on teaching and what it has to say about the role of teaching as pictured in the reform literature. Each student will be ex-

pected to take a particular issue related to school reform and research it in-depth. *Graduate students by permission only.* *George Madens*

ED 314 Psychology of Self-Control (F: 3)

An analysis of philosophical, psychological, and sociological aspects of how we control ourselves. We will explore such questions as the following: What does it mean to say "I control me"? How does self-control change with age? Implications for educators and psychologists will be covered. *John Dacey*

ED 316 Teaching Process and Content in Early Education (S: 3)

This course addresses early education teaching methods and content. The integration of social studies content with other early childhood curriculum areas will be incorporated in the content component of the course. The development of teaching strategies for the facilitation of critical thinking skills in children (such as problem-solving and planning and organizational skills) will be addressed in the process component of the course. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, health and physical education. *The Department*

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (S: 3)

This course includes a review of the principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments. *John Savage*

ED 343 Reform and Innovation in the Middle School (Summer: 3)

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services. *The Department*

ED 346 Teaching Bilingual Students (Summer: 3)

This practical course deals with fostering dual language capabilities through a bilingual-ESL approach. Topics include planning for instruction from the dual perspective of language and content, strategies for language development in heterogeneous settings, multicultural curriculum development and implementation, as well as the importance of cultural and language maintenance to identity development. *The Department*

ED 349 Sociology of Education (S: 3)

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. It focuses on the idea that schooling is built on cultural assumptions. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the

occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

Ted I.K. Yom

**ED 354 Agenda for Action Seminar
(Summer: 3)**

The purpose of the course is to take a comprehensive and integrative look at the future of Catholic schools. Critical issues confronting the schools will be identified for analysis, reflection, and discussion including: Catholic identity, minority groups, governance models, technology, financial resources, etc. *Rev. Joseph O'Keefe, S. J.*

ED 363 Survey of Children's Literature (F, S: 3)

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Literary elements and theories of critiquing children's literature are explored.

Lea McGee

**ED 367 Computer Languages for Educators
(S: 3)**

This course provides an introduction to computers, and computer languages and their applications in education.

Walter Haney

ED 371 Human Stress Response

This course explores the biopsychosocial aspects of the human stress response from a developmental as well as situational perspective. Stress theories are presented from Selye to Mitchell (critical incidence stress). Stress reactions of children, adolescents, and adults are reviewed across a wide spectrum from more routine reactions to child abuse, grief and combat (post-traumatic stress). *Not offered 1996-97*

The Department

**ED 374 Management of the Behavior of
Students with Severe Special Needs
(F, Summer: 3)**

This course addresses the behavior management challenges presented by some students with special needs. Following discussion about the diagnosis and functional analysis of these behaviors, substantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

Alec Peck

**ED 380 Functional Implications of Vision
Pathology (F: 3)**

This course examines the educational implications of visual dysfunction. Structure and function of the visual system, including the neural pathways, are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course prepares students to interpret ophthalmic, optometric, and clinical low vision evaluation reports. Students are also prepared to design and carry out functional low vision assessment protocols. An overview of systems for vision stimulation, sight utilization, and visual skills training is included. This course contains a pre-practicum requirement in functional vision assessment. *Pre-practicum required (25 hours).*

Richard Jackson

**ED 384 Teaching Strategies for Students with
Multiple Disabilities (S: 3)**

This course is designed to assist the special educator in acquiring and developing both the back-

ground knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities, including deaf-blindness. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement. *Practicum required (25 hours).*

The Department

**ED 386 Introduction to Sign Language and
Deafness (F, S: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

The Department

**ED 387 Intermediate Sign Language and
Deafness (S: 3)**

Prerequisite: ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.

The Department

**ED 389 Assessment of Students with Low
Incidence Disabilities (F: 3)**

The assessment process, assessment tools including state-of-the-art, norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, students centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course. *Pre-Practicum required (25 hours).*

Nancy Zollers

**ED 398 Working with Families and Human
Service Agencies (F: 3)**

This course explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact that a child with special needs may have on a family, including the stages of acceptance and the roles which parents may take, the course focuses on some of the services that are available in the community to assist the family. A major activity associated with this course is actually locating these services in a local community. *Pre-practicum required (25 hours).*

Alec Peck

THE WALLACE E. CARROLL SCHOOL OF MANAGEMENT

In order to meet the increasing demand for undergraduate liberal and professional education for the world of business, the College of Business Administration was founded at Boston College in 1938, and later named the Wallace E. Carroll School of Management. The Carroll School of Management's curriculum prepares students for leadership roles in society, and it is based upon a recognition of the need for professional education based on broad knowledge rather than specialized training to enable its graduates to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

In the development of persons who will assume significant professional responsibilities, it is essential that each student gain an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

The Management Core curriculum functions as the strategic bridge that links the general liberal foundation in the University Core with the functional concentrations within the School and will nurture the development of baccalaureate candidates who possess unusual breadth and depth of understanding of management.

REQUIREMENTS FOR THE DEGREE

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses that are distributed over eight semesters of four academic years with a cumulative average of at least 1.5. Within these courses is the University Core curriculum of liberal arts courses required of all students, the Management Core courses, a Management concentration of at least four courses, and electives. Students in the Class of 1998 and thereafter will also take a required one-credit course, *Introduction to Ethics* (for a total of 39 courses).

The courses required for graduation are listed below. Where a course number is given, it is the number of the course most commonly taken to fulfill the requirement. For most requirements there are other courses (for example, Honors sections with different course numbers) that also fulfill the requirements. You should consult this Catalog, your faculty advisor, the Director of the Honors Program, or the Office of the Associate Dean in CSOM if you have questions. In parentheses after each requirement is the year in which it is recommended that the course be taken.

Arts and Sciences Courses

The following courses comprise the University Core curriculum and are required for all students entering Boston College and scheduled to graduate in May 1997 or thereafter.

- 1 course in Writing (to be taken freshman year)
- 1 course in Literature (Classics, English, Germanic Studies, Romance Languages and Literatures, Slavic and Eastern Languages) (to be taken freshman year)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 2 courses in Mathematics (to be taken freshman year) MT 100-101 or higher

- 2 courses in History (European History since 1500)
- 2 courses in Philosophy
- 2 courses in Social Sciences (fulfilled by Principles of Economics I and II within Management Core for CSOM students)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics) (laboratory recommended)
- 2 courses in Theology
- 1 course in Cultural Diversity

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement or an elective.

* Up to 4 courses in a foreign language may be needed to satisfy CSOM requirements (see Foreign Language Requirement below).

Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman for Class of 1998 and thereafter)
 - 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
 - 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
 - 1 MC 021 Computers for Management (freshman or sophomore)
 - 1 MA 021 Financial Accounting (sophomore)
 - 1 MA 022 Managerial Accounting (sophomore)
 - 1 EC 151 Statistics (sophomore)
 - 1 MJ 021 Introduction to Law (sophomore or junior)
 - 1 MB 021 Organizational Behavior (sophomore or junior)
 - 1 MD 021 Management and Operations (junior)
 - 1 MF 021 Basic Finance (junior)
 - 1 MK 021 Basic Marketing (junior)
 - 1 MD 099 Strategy and Policy (senior)
 - 4-6 CSOM concentration courses (junior, senior)
 - 2-6 Electives (any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences)
- With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

Foreign Language Requirement

CSOM students must demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by (1) achieving a 500 on a College Entrance Examination Board Foreign Language (CEEB) Achievement Exam or, (2) receiving a 3 or better on an Advanced Placement exam or, (3) passing an exam administered by a language department at Boston College or, (4) successful completion of two semesters of course work at the

intermediate level. *For the Class of 1997 and thereafter*, students may fulfill the language requirement by any of the above or (1) by passing four years of high school languages (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement) or, (2) if a student enters Boston College with three years of a foreign language, she or he may fulfill the requirement by taking one year of a new language or by completing two semesters of an intermediate level language.

Fulfillment of the proficiency requirement by examination does not confer course credit. Language courses will count as Arts and Sciences electives. Students born and raised in countries where English is not the native language usually fulfill the proficiency requirement with information on their high school transcripts and by passing their Core English courses. Students with documented learning disabilities may be exempt from the foreign language requirement and should request this exemption from the CSOM Associate Dean.

Concentrations

Students must complete a concentration in one of the following areas: Accounting, Computer Science, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Strategic Management. Students declare a concentration second semester sophomore year or during the junior year. Most concentrations require four courses beyond the Core. However, Computer Science requires five courses; Accounting requires six. Students in these concentrations have fewer free electives. It is possible for students to complete more than one concentration, although this is not advised except in unusual situations.

Arts and Sciences Majors

For students who have a very strong interest in an area in Arts and Sciences, it is possible to complete a major in the College of Arts and Sciences by using their electives. For example, it is possible to graduate with a concentration in Finance and a major in Theology. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

Minors/Integrated Concentration

Any minor provided by the College of Arts and Sciences is so designated on CSOM student transcripts; CSOM students are welcome to participate in these. See the *Minors* section under the College of Arts and Sciences section for details on available minors. There is a minor in Human Development that is available to CSOM students who have interests in developmental or educational psychology or in the social service professions. The Human Development Minor is coordinated by Prof. Dalmar Fisher in the Department of Organization Studies in conjunction with the School of Education. The Carroll School of Management also offers its undergraduates an integrated concentration in Management and Psychology. Students interested in this concentration should contact the coordinator, Prof. Jean Bartunek, Department of Organization Studies. Students selecting this integrated concentration

complete this course cluster in addition to one of the CSOM concentrations listed above.

In addition, for CSOM students *only*, there is an International Studies Minor for Management. Students choose a country, or an area (e.g., the European Community), study or intern for at least one semester (or equivalent) at a university in that country, and take five (5) international courses. Two courses must be taken, one each from two of the following groups: (1) international political systems and political economy (PO 501 or PO 525); (2) international trade and finance (EC 371 or EC 372); (3) international or comparative cultures (SC 491 or PS 145). In addition, one language course beyond the intermediate level is required. The other two courses should relate to the current cultural, political, economic or business environment of the chosen country and would normally be taken abroad. Full details are available from the Associate Dean's Office. Students should submit an International Minor Proposal Form to the Associate Dean for approval by the end of the registration period in the semester preceding the study abroad.

Foreign Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. Students studying abroad generally take the equivalent of 5 Arts and Sciences or free electives. Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully, so as to minimize the number of electives taken before junior year, if they are interested in studying abroad. All students interested in studying abroad should see the Foreign Study Office in Gasson 106 early in their sophomore year and then the CSOM Undergraduate Associate Dean. Students in the Honors Program should seek advice on planning from Prof. David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 average.

Please Note: Boston College presently sponsors programs where Boston College financial aid applies: University College, Cork, Ireland; Sophia University, Tokyo, Japan; one of the programs at University of Strasbourg, France; the Honors Program, Oxford, England; University of Glasgow, Scotland; and Dresden Technistat Universitat, Germany. Other programs are currently being developed; for the latest information, see Prof. Marian St. Onge, Director of International Programs, McGuinn 503.

ACADEMIC REGULATIONS

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Academic Dismissal

At the end of each semester, students who do not meet the academic standards of the Carroll School of Management are dismissed. Possible grounds for academic dismissal include the following:

- Passing fewer than three courses in a semester
 - Passing fewer than eight courses in an academic year (except senior year)
 - Passing fewer than 18 courses by the end of sophomore year
 - Passing fewer than 28 courses by the end of junior year
 - A cumulative grade point average of below 1.5
- Students with any combination of 7 withdrawals and/or failures may be permanently dismissed.

External Courses

The only courses that a student, after admission to the Carroll School of Management, may apply toward a degree will be those offered at Boston College (through the Carroll School of Management, College of Arts and Sciences, School of Education, and School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved *in writing* by the Associate Dean *before the courses are begun*. Exceptions may be granted by the Associate Dean for official cross-registration programs, the Foreign Study program, certain special study programs at other universities, courses in the College of Advancing Studies, and summer school courses. Courses that are used to fulfill specific requirements in the University Core, Management Core, and Management Concentration must also be approved by the Chairperson of the relevant department, as must all courses taken through the College of Advancing Studies and Summer School. Courses not available at Boston College may be taken at certain other local universities with the permission of the Associate Dean.

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request the Registrar at the host university to forward an official transcript to the Registrar's Office at Boston College.

Summer Courses

Summer courses are considered external courses, as indicated above. Students may be permitted to take summer courses for the following reasons:

- To make up for a past failure, withdrawal, or underload
- To allow for a lighter course load in the future (one course)
- To enable a student to fulfill a second major or concentration
- For enrichment

Students are not allowed to take summer courses to accelerate their date of graduation. Students may not take more than three courses in any one summer. Students who attend summer school generally take Arts and Sciences electives.

Students who take courses in the summer usually enroll at Boston College Summer School. However, this is not always feasible, so sometimes it is possible to attend summer school at another four-year accredited college or university. In rare cases, students may be allowed to take certain

management courses at other business schools. These business schools must be accredited by the American Assembly of Collegiate Schools of Business.

Summer school courses must have prior approval from the appropriate department Chairperson and from the Associate Dean. A student who wishes to attend summer school should complete the following steps:

- Pick up a summer school approval form in CSOM Associate Dean's Office.
- Obtain a copy of the catalog of the summer school he or she wishes to attend. The catalog should contain a description of the courses and an indication of the number of hours each course meets per week, and the number of weeks in the summer school term. (Each course should meet for at least 35 class hours, including final exam, spread out over at least 6 weeks.)
- Have the form approved by the Chairperson of the corresponding Boston College academic department (for example, Theology or Finance).
- Then have the form approved by the CSOM Undergraduate Associate Dean.

This process must be completed *before* the course is taken, usually by the end of April.

Final Examinations

The final examination schedule for most courses is set before classes begin. Courses with multiple sections may have common departmental final examinations at a date and time determined by the Registrar's Office during the semester. Students with three final examinations scheduled for the same day are entitled to take a makeup exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date. Students should not schedule departure flights until after the last day of exams, unless their examination schedule is definite.

Pass/Fail

Generally, University Core and Carroll School of Management courses may not be taken by any student on a Pass/Fail basis. The only courses that are acceptable for Pass/Fail are electives taken in the College of Arts and Sciences, School of Education, or School of Nursing. Carroll School of Management students may declare a course Pass/Fail on-line anytime during the registration period.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the University's *Student Guide*. Attendance in class for the other years is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g., MD 099 Strategy and Policy.

In cases of prolonged absence due to illness, injury, or other significant reasons, a student or a member of his or her family should communicate with the Dean for Student Development and the Associate Dean of the Carroll School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes

should be made with the Associate Dean of the Carroll School of Management as soon as the student's health and other circumstances permit.

Course Load

The usual program for freshmen, sophomores, and juniors is five courses each semester; for seniors, four or five courses. Students must be registered for at least four courses per semester to be considered full time. For the Class of 1998, Introduction to Ethics, a one-credit course, is taken as a sixth course during one semester of freshman year.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Associate Dean of the Carroll School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0, and they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any course intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for acceleration will carry an extra tuition charge. A sixth course may be taken by students who have a cumulative average of B (3.0) with the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course.

Leave of Absence

A student in good standing who desires to interrupt the usual progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not typically be granted to students who expect to do full-time academic work at another institution and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) that are referred by either students or faculty. After reviewing a case, the Board makes a recommendation to the Associate Dean who can then take disciplinary action that may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degree of Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: *Summa cum Laude*, with Highest Honors, will be awarded to the top 4.5% of

the graduating class, *Magna cum Laude* to the next 9.5%, and *Cum Laude* to the next 15%. Juniors in the top 7% of their class and seniors in the top 10% of their class are eligible for election to *Beta Gamma Sigma*, the national business honorary society.

SPECIAL PROGRAMS

Management Honors Program

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126 Management Communication Skills, and MH 199 the Senior Honors Thesis. (See the Honors Program section for course descriptions.) These two courses are in addition to the 38-course requirement for the degree.

Pre-Professional Studies for Law

Although there is no prescribed academic program that can be considered pre-legal, the Carroll School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of case-type courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the Carroll School of Management offers an ideal opportunity to develop these qualities. Pre-professional students interested in law should contact Associate Dean J. Joseph Burns of the College of Arts and Sciences, the pre-law advisor.

Loyola Lectures

Throughout the academic year, Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The University, the colleges, and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The Carroll School of Management is the sponsor of the Loyola Lecture Series.

The Ethics Initiative

Regular Carroll School of Management courses integrate ethical issues in business and management. The one-credit course below is required for CSOM freshmen in the Class of 1998 and thereafter.

MM 011 Introduction to Ethics (S: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas. This is a one-credit, sixth course taken during one semester of the freshman year taught by professors in the CSOM.

Introduction to Management**MM 010 Perspectives on Management**

This course will encourage freshmen in the Carroll School of Management and students from other schools within the University to examine a wide spectrum of business concepts in a context that develops presentation, writing and thinking skills. The course will examine the interlocking functions that combine to form the business enterprise, as well as the multiple dilemmas that an organization must solve in order to succeed. The use of discussion groups along with lecture format will create an atmosphere conducive to mentor relationships and strong student-faculty interchange. Upon completion of the course work, students will be prepared for an understanding of the management environment, its relationship with our society, and the critical need for sound and ethical values in the determination of judgment.

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Andersen Consulting Award: In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the Carroll School of Management is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Presented annually by Mr. Knowles L. Toomey to honor the

outstanding student in the Carroll School of Management Honors Program.

The Wall Street Journal Award: A recognition of achievement award and a year's subscription to the Wall Street Journal given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

The William I. Lee Accounting Award: An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting major.

The Raymond J. Aberne Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy, and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

The James E. Shaw Memorial Award: An award given to a senior in the School of Management who has been accepted to a recognized Law School, and who has demonstrated a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the Carroll School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extracurricular achievement.

The Rev. Stephen Shea, S.J. Award: Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

A C C O U N T I N G

FACULTY

Arthur L. Glynn, *Professor Emeritus*; M.B.A., Boston University; J.D., Boston College Law School

Arnold Wright, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

Jeffrey R. Cohen, *Associate Professor*; Chairperson of the Department; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis Corsini, *Associate Professor*; B.S., B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Theresa Hammond, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.P.A.

Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Billy Soo, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Progyan Basu, *Assistant Professor*; B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D., University of Nebraska, Lincoln

Elaine M. Harwood, *Assistant Professor*; B.S., M.B.A., California State Polytechnic University; Ph.D., University of Southern California; C.P.A.

Thomas Porter, *Assistant Professor*; B.S., University of Maryland; M.S.M., Georgia Institute of Technology; Ph.D., University of Washington; C.P.A.

Louise E. Single, *Assistant Professor*; B.S., Georgetown; M.T.X., Georgia State; Ph.D., University of Florida; C.P.A.

Gregory Trompeter, *Assistant Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A.; C.M.A.

Ganesh Krisnamoorthy, *Assistant Professor*; B.C., M.C., University of Delhi; M.A., Bowling Green State; Ph.D., University of Southern California; C.P.A.

Dorothy Lee Warren, *Assistant Professor*; B.A., Randolph Macon Women's College; M.B.A., Vanderbilt University; Ph.D. (cand.), University of Georgia

Gerald Holtz, *Lecturer*; A.B., Colby College; M.B.A., Harvard University; C.P.A.



PROGRAM DESCRIPTION

The objective of the curriculum is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations or government. The program of study emphasizes the conceptual foundations of accounting, methods and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

Courses Required for a Concentration

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)
- MA 309 Auditing Systems (may be taken in senior year)

Senior Year

- MA 402 Theory and Contemporary Issues in Accounting
- MA 405 Federal Taxation

Electives

- MA 320 Accounting Information Systems
- MA 351 Corporate Reporting and Statement Analysis
- MA 399 Research Seminar in Accounting
- MA 401 Financial Accounting Standards and Theory III
- MA 408 Financial Auditing

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants contact the state they plan to practice in concerning the educational requirements of that state. Many states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. The faculty of the Department is available for advising on how best to fulfill these requirements.

COURSE OFFERINGS

MA 021 Financial Accounting (F, S: 3)

This course develops an understanding of the basic elements of financial accounting and of the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed.

The Department

MA 022 Managerial Accounting (F, S: 3)

Prerequisite: MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

The Department

MA 301 Financial Accounting Standards and Theory I (F, S: 3)

Prerequisite: MA 022

This is the first course of a four-course sequence that addresses, in a comprehensive manner, financial accounting and reporting standards. Throughout these four courses, emphasis is given to the application of accounting theory in the development of general purpose financial statements. In this first course the issues of asset valuation and income measurement are explored.

Ronald Pawliczek

Gregory Trompeter

MA 302 Financial Accounting Standards and Theory II (F, S: 3)

Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

Gil Manzon

Thomas Porter

MA 307 Managerial Cost Analysis (F, S: 3)

Prerequisite: MA 022

This course examines the quantitative (and qualitative) tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

Jeffrey Cohen

Lee Warren

MA 309 Auditing Systems (F, S: 3)

Prerequisites: MA 301, MC 021, EC 151

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Progyan Basu

Arnold Wright

MA 320 Accounting Information Systems (F, S: 3)

Prerequisites: MA 022, MC 021

Accountants are increasingly involved in the evaluation, design, analysis and implementation of computer systems. This course will review the strategies, goals and methodologies for designing, installing, and evaluating appropriate internal controls and audit trails in computerized accounting systems.

Progyan Basu

MA 399 Research Seminar (F, S: 3)

Prerequisite: Permission of instructor

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

Jeffrey Cohen

MA 401 Financial Accounting Standards and Theory III (F, S: 3)

Prerequisite: MA 302

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered. Ethical issues related to various reporting choices are considered through several case studies.

Elaine Harwood

Ronald Pawliczek

MA 402 Theory and Contemporary Issues in Accounting (F, S: 3)

Prerequisite: MA 302

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process. The method of teaching is designed to develop and to improve the student's communication and interactive skills, as well as increase the student's understanding of technical material.

Theresa Hammond

Thomas Porter

Gregory Trompeter

MA 405 Federal Taxation (F, S: 3)

Prerequisite: MA 301

The primary goal of this course is to develop an understanding of the basic provisions of the federal income tax laws. All taxable and tax-reporting entities are discussed, with emphasis on the tax treatment of individuals, corporations, and partnerships. The course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Gerald Holtz

Louise Single

MA 615 Advanced Federal Taxation (F, S: 3)

Prerequisites: MA 405 (This course is open to graduate and undergraduate students.)

The course aims to cover federal income tax law applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

Gerald Holtz

B U S I N E S S L A W

FACULTY

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

David P. Twomey, *Professor*; Chairperson of the Department; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Christine O'Brien, *Associate Professor*; B.A., J.D., Boston College

Alfred E. Sutherland, *Associate Professor*; B.S., A.M., J.D., Boston College



COURSE OFFERINGS

MJ 021 Law I-Introduction to Law and Legal Process (F, S: 3)

This course is an introduction to law, legal institutions, and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are examined in this increasingly important area. *The Department*

MJ 022 Law II-Business Law (F, S: 3)

Prerequisite: MJ 021

The course examines the Uniform Commercial Code with respect to the law of sales, commercial paper, creditors' rights and secured transactions. Partnerships, corporations, bankruptcy, real property, wills, trusts, estates, personal property, bailments and agency are included.

Recommended for Accounting and Marketing students. Required for those taking the C.P.A. Examinations in New York.

Christine N. O'Brien

MJ 031 Introduction to Law-Honors (F: 3)

This course is a more rigorous version of MJ 021 designed for honors' students. The same material will be covered, but additional work in the form of a second research paper and additional current cases will be assigned.

David P. Twomey

MJ 147 Constitutional Law (F: 3)

The course involves a study of the United States Constitution, the history and nature of the United States Supreme Court, the power of history and nature of the United States Supreme Court, the power of the respective branches of government and the role of the United States Supreme Court in shaping social, economic and political policy. Subjects to be covered in-depth include the following: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of expression and association, freedom of religion, equal protection, the concept of state action, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

Frank J. Parker, S.J.

MJ 148 International Law (F: 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials.

Erika Brown

MJ 152 Labor and Employment Law (F, S: 3)

Introductory considerations pertaining to organized labor in our society. Examination of the process of establishing collective bargaining, including representation and bargaining status under the Railway Labor Act and the National La-

bor Relations Act. Class discussion of the leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Additional topics studied are the law of arbitration, fair employment practices, law of public sector collective bargaining, and employee safety and health law.

David P. Twomey

MJ 154 Insurance (F: 3)

The course is designed to acquaint the student with the fundamental legal, actuarial, and financial principles of insurance as applied to modern business requirements involving a study of life, property and casualty insurance. Legal aspects of the insurance contract as the principal instrument of risk management are analyzed thoroughly. The role of the federal and state governments with respect to social security, unemployment, and worker's compensation and insurance regulations is examined carefully.

The Department

MJ 156 Real Estate (F, S: 3)

The course examines the legal nature and forms of real estate interests, conveyancing of real property rights, brokerage operations, valuation and appraisal process, mortgage financing, principles of real estate, tax aspects, land development, management of real estate properties, and government involvement in public policy considerations of land use.

Frank J. Parker, S.J.

Richard J. Monahan

MJ 631 African Business (F: 3)

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

C O M P U T E R S C I E N C E

FACULTY

Peter G. Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

James Gips, *Associate Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Michael C. McFarland, S.J., *Associate Professor*; A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; Chairperson of the Department; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Robert Muller, *Assistant Professor*; A.B., M.S., Indiana University; Ph.D., Boston University



PROGRAM DESCRIPTION

The Computer Science Department offers two concentration programs, in Information Systems and in Computer Science, for students in the Carroll School of Management. The requirements for these programs are described below.

Students in the Carroll School of Management are also able to fulfill either a major or a minor in Computer Science through the College of Arts and Sciences. For information on these programs, refer to Computer Science in the Arts and Sciences section of this Catalog. The College of Arts and Sciences also offers a minor in Cognitive Science, which involves some course work in Computer Science; information may be found under "Minors" in the Arts and Sciences section.

Students in the School of Education may obtain a specialization in Computer Science by taking the courses *Computer Science I* and *Computer Science II*. Carroll School of Management students concentrating in Computer Science may obtain a specialization in education by taking ED 628 and ED 666.

Courses Required for the CSOM Information Systems Concentration

The CSOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's need and further its objectives. The Information Systems concentration is appropriate as a primary concentration for CSOM students or as a second concentration for students whose primary concentration is in another CSOM field such as Finance, Accounting, or Marketing. The IS concentration consists of four courses beyond MC 021, including three required courses and an elective:

- MC 140 Computer Science I
- MC 252 Systems Analysis
- MC 254 Business Systems
- Any other Computer Science course numbered 100 and above

Courses Required for the CSOM Computer Science Concentration

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions and to go on for graduate study in Computer Science.

The CS concentration consists of five courses beyond MC 021, including three required courses and two electives:

- MC 140 Computer Science I
- MC 141 Computer Science II
- MC 160 Computer Organization and Assembly Language
- Any two Computer Science courses numbered 300 and above

Course Information

All Computer Science courses are prefixed by the letters MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be A&S courses. In par-

ticular, MC 021 and all 200-level courses are CSOM-credit courses; MC 074, all 100-level courses, and all courses numbered 300-699 are A&S-credit courses.

COURSE OFFERINGS

MC 021 Computers in Management (F, S: 3)

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use a variety of application packages including spreadsheets, word processors, database systems, and HyperCard, an object-oriented, hypertext-based applications development system. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use.

The Department

MC 031 Computers in Management—Honors (F: 3)

This course is a more rigorous version of MC 021 designed for Honors students.

Howard Straubing

MC 074 Introductory Topics in Computer Science (S: 3)

This is a survey of computer science, intended primarily for non-majors. Topics include the following: the history of computing, data representation and manipulation, computer hardware and organization, the fundamentals of programming, and artificial intelligence. This is a hands-on course, with regular laboratory exercises on the Apple Macintosh computer.

Howard Straubing

MC 140 Computer Science I (F, S: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the C programming language. Good program design methodology will be stressed throughout. There also will be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

MC 141 Computer Science II (F, S: 3)

Prerequisite: MC 140

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular, the use of linked storage and recursive subprograms. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures.

The Department

MC 160 Computer Organization and Assembly Language (F, S: 3)

Prerequisite: MC 141

This course is a study of the internal organization of computers and the processing of machine instructions. Topics include the organization of the central processing unit and memory;

computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations, complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

Michael McFarland, S. J.

MC 240 Management Information Systems (F: 3)

Prerequisite: MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, from the division level, and from the enterprise level.

Charles Downing

MC 252 Systems Analysis (F, S: 3)

Prerequisite: MC 140

This course deals with the life cycle of information systems from their conception through their eventual replacement. The requirements of the system must be determined. The system and its files and databases must be designed. The programming and other parts of its implementation must be managed so that they will be completed on time and so that the product serves the needs of its users. The system must be maintained once it is implemented. The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process.

Peter Olivieri

Edward Sciore

MC 254 Business Systems (F, S: 3)

Prerequisite: MC 140

Business is the major user of computer systems today. This course deals with the main ideas used in systems for business applications. A major focus of this course is the efficient and reliable handling of large amounts of data in files. A variety of file organizations and access methods are discussed. Students learn to program in a language that is widely used for developing information systems, such as C and a fourth-generation language.

Thomas Bugos

MC 357 Database Systems (S: 3)

Prerequisite: MC 140

An introduction to database systems. Topics include the following: fundamental concepts, the relational data model, relational query languages, data modelling, client-server systems, concurrency control, and distributed database systems.

Edward Sciore

MC 371 Compilers (F: 3)

Prerequisite: MC 141 and either MC 160 or permission of instructor

Compilers are programs that make high level programming languages, like C and COBOL, possible by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of

compilers. The same principles play an important role in the design of other software, such as text editors and natural language processors. Topics include lexical analysis, parsing, translation, and code optimization. *Robert Muller*

MC 372 Computer Architecture (F: 3)

Prerequisite: MC 160

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction set design (RISC versus CISC), digital technology, data path design, micro programming and control, computer arithmetic, memory structures and input/output.

Michael McFarland, S.J.

MC 373 Robotics (F: 3)

Prerequisite: MC 140

This is a hands-on laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several projects using the robots in the Boston College Robotics Laboratory. *James Gips*

MC 374 Topics in Computer Science (F, S: 3)

Prerequisite: MC 140 (F), MC 141 (S)

This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum. Topics covered this year are Multimedia Systems (fall) and Distributed Computing using Java (spring). Details will be announced just before registration. This course may be taken twice for credit.

*Peter Olivieri
Robert Muller*

MC 383 Algorithms (F: 3)

Prerequisites: MC 141 and MT 420 or MT 426 or MT 445 or MT 244

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance. *Peter Clote*

MC 385 Theory of Computation (S: 3)

Prerequisites: MC 141 and MT 420 or MT 426 or MT 445 or MT 244

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines and undecidable problems, and computational complexity. *Howard Straubing*

MC 399 Readings in Computer Science (F, S: 3)

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangement with a faculty supervisor and the permission of the department are required for registration. *The Department*

**600-Level Electives
Open to Graduates and
Undergraduates**

MC 611 Digital Systems Lab (S: 3)

Prerequisites: MC 160 or a course in physics

A laboratory-based study of computer hardware in which the students design and build simple digital circuits. Topics include the following: combinational and sequential circuits, input/output circuits, microprocessor interfacing and system design. *Michael McFarland, S.J.*

Other courses offered occasionally by the Computer Science Department include the following:
MC 274 Topics in Information Systems

MC 359 Artificial Intelligence

MC 362 Operating Systems

MC 363 Networks

MC 366 Principles of Programming Languages

MC 622 Prolog

MC 633 Computer Graphics

MC 644 Scientific Computation

MC 652 Microcomputer Applications
Development

MC 670 Technology and Culture

MC 690 Ethical Issues of Computer Use

MC 699 Topics in Computer Science

Information concerning these courses can be obtained from Prof. Edward Sciore, the department Chairperson, in Fulton 414B, 617-552-3928.

E C O N O M I C S

The major in Economics provides a critical examination of how the economic system works in a Western mixed economy. Required courses in micro and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, and public policy analysis. The major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro theory are offered both semesters and may be taken in either order.

Course descriptions for Economics can be found in the Arts and Sciences section of this Catalog.

Junior Year

• *First Semester:* Microeconomic Theory 201 or 401

• *Second Semester:* Macroeconomic Theory 202 or 402

Senior Year

• *First Semester:* Economics Elective

• *Second Semester:* Economics Elective

FINANCE

FACULTY

Francis B. Campanella, *Professor*; B.S. Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

Edward J. Kane, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Mya Maung, *Professor*; A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Robert Taggart, *Professor*; Chairperson of the Department; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Sheridan Titman, *Collins Professor*; B.S., University of Colorado; M.S., Ph.D., Carnegie-Mellon University

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Elizabeth Strock Bagnani, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Clifford G. Holderness, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

John G. Preston, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Nickolaos G. Travlos, *Associate Professor*; B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

William J. Wilhelm, *Associate Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

V. Ravi Anshuman, *Assistant Professor*; B. Tech., Indian Institute of Technology; Ph.D., University of Utah

Edith Hotchkiss, *Assistant Professor*; B.A., Dartmouth; Ph.D., New York University

PROGRAM DESCRIPTION

Financial management involves the efficient management of funds within the economic entities listed in the four categories below. Such management includes methods for the provision of funds and the allocating or investing of these funds on a short-term and a long-term basis. The manager must be aware of and apply decision making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business firms, non-profit institutions, and government agencies—all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The Finance Department has designed its courses to prepare the student for competency in the financial managerial role. Because of the Carroll School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, investments, tax factors, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of both types of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, and they encompass all industrial groups ranging from line management functions to advisory staff positions. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself/herself.

- *Financial Institutions*: They include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks and one-stop providers of such services.

- *Manufacturing Firms*: They include privately held and publicly owned firms large and small that sell goods ranging from standardized products to high technology systems.

- *Service Firms*: They include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as

areas that incorporate finance as a necessary function of their operations, e.g., retailing, tourism, or entertainment.

- *Not-for-Profit or Government Firms/Agencies*: They include entities providing services in health care, education, social services, the arts, etc.

These sectors all share the skills, tasks and functions that are involved in a financial management position. Students are encouraged to talk to people active in specific areas of interest in order to understand the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system that supplements faculty advisement.

The Undergraduate Concentration in Finance

In order to fulfill basic finance concentration requirements, the undergraduate finance concentrator must successfully complete a *minimum* of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

- MF 021 Basic Finance
 - MF 127 Financial Analysis and Management (*Prerequisite*: MF 021)
 - MF 151 Investments (*Prerequisite*: MF 021)
 - MF 225 Financial Policy (*Prerequisite*: MF 127)
 - Student-selected departmental elective.
- Students may select one of the following courses.
- MF 132 Money and Capital Markets (*Prerequisite*: MF 021)
 - MF 157 Management of Financial Institutions (*Prerequisite*: MF 021)
 - MF 158 Commercial Bank Management (*Prerequisite*: MF 021)
 - MF 205 Small Business Finance (*Prerequisites*: MF 021, MF 127)
 - MF 207 Real Estate Finance (*Prerequisite*: MF 021)
 - MF 230 International Finance (*Prerequisite*: MF 021)
 - MF 299 Individual Directed Study (*Prerequisites*: MF 021, Senior status, permission of faculty member and Department Chairperson)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses to be taken in sequential order.

- MF 021 Basic Finance
- MF 127 Financial Analysis and Management
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

COURSE OFFERINGS

MF 021 Basic Finance (F, S: 3)*Prerequisite:* MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

*Elizabeth Bagnani**Scott Gibson**John G. Preston**Hassan Tebranian***MF 031 Basic Finance—Honors (F: 3)***Prerequisite:* MA 021

This course is a more rigorous version of MF 021 designed for honors students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

*The Department***MF 127 Financial Analysis and Management (F, S: 3)***Prerequisite:* Management Core

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

*Di Wn***MF 132 Money and Capital Markets (S: 3)***Prerequisite:* Management Core

This course is designed to teach students about the nature, role and function of financial markets and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

*Mya Maung***MF 151 Investments (F, S: 3)***Prerequisite:* Management Core

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*Yanfang Yan**Frank Walley***MF 157 Management of Financial Institutions (S: 3)***Prerequisite:* MF 021

This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management

for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

*William Wilhelm***MF 158 Commercial Bank Management (F: 3)***Prerequisite:* MF 021

This course includes a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

*Edward Kane***MF 205 Small Business Finance (F, S: 3)***Prerequisite:* MF 127

This course applies the tools and concepts covered in MF 127 Financial Analysis and Management to the financial management of small businesses. It will focus on the issues and problems that are unique to the financial decision-making process in a small business. The teaching methods will be a combination of lectures and discussions of readings and cases.

*Malcolm Persen***MF 207 Real Estate Finance (F, S: 3)***Prerequisite:* MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*Andrew Glincher***MF 225 Financial Policy (F, S: 3)***Prerequisite:* MF 127

This course extends the treatment of a firm's investment, financing, and dividend decisions begun in MF 127 Financial Analysis and Management. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.

*George Aragon**John Preston***MF 230 International Finance (F, S: 3)***Prerequisite:* Management Core

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics including the source and use of funds, capital management, and capital budgeting are discussed in light of such multinational complexities as foreign exchange risk, multiple legal and

political jurisdictions and differential government. The environments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

*Mya Maung***MF 299 Individual Directed Study (F, S: 3)**

Prerequisite: Permission of the faculty member and the Department Chairperson must be given to a student of Senior status in the Carroll School of Management

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

*The Department***MF 609 Finance Seminar: The Structure of Corporations and Markets (F: 3)***Prerequisite:* Management Core

This course will use principles from modern finance, property rights, and microeconomics to address topics of interest to corporate managers. We will first study the basic analytic tool and then apply to tool the concrete problems. Topics for consideration include individual behavior and demand, theory of the corporation, supply side issues, and the effect of government intervention on managerial decisions.

Clifford Holderness

GENERAL MANAGEMENT

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that men and women can live better, safer and more fulfilling lives. Within this broad framework, the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management in the context of an integrated and rigorous curriculum.

Students might decide to concentrate in this area for either of the following reasons:

- A desire to pursue a cross-disciplinary approach to Management.
- A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter to enter the family business.

For additional information or assistance, contact the General Management Coordinator through the Office of the Undergraduate Associate Dean.

Courses Required for a Concentration

Track A: Choose two areas. Within each area there is one required course and the option for one elective.

Track B: Choose the required course from each of four areas.

Please note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select either Track A (select two

areas different from the student's other CSOM concentration, one required course and one elective in each) or Track B (the required course for four areas that are different from the student's other CSOM concentration).

Accounting

Required Courses: MA 301 Financial Accounting Standards and Theory I; MA 302 Financial Accounting Standards and Theory II.

Electives: None.

Computer Science

Required Course: MC 140 Computer Science I.
Electives: MC 141 Computer Science II; MC 252 Systems Analysis; MC 254 Business Systems; MC 452 Assembly Language.

Finance

Required Courses: MF 127 Financial Analysis and Management, MF 151 Investments.

Electives: None.

Marketing

Required Course: MK 253 Basic Marketing Research, or MK 256 Applied Marketing Management.

Electives: MK 152 Consumer Behavior; MK 154 Communication and Promotion; MK 155 Sales Management; MK 158 Product Planning and Strategy; MK 168 International Marketing; MK 253 Basic Marketing Research; MK 256 Applied Marketing Management.

Organization Studies/Human Resources Management

Required Course: MB 110 Human Resources Management.

Electives: MB 111 Ethics Management and Employee Law; MB 116 Industrial Relations; MB 119 Interpersonal Communication in Organization; MB 120 Employment Policy; MB 123 Management of Conflict and Power; MB 127 Leadership; MB 135 Career and Human Resources Planning; MB 313 Personnel and Organizational Research; MB 364 Collective Bargaining; MB 601 Comparative Industrial Relations; MB 606 Consultation in Industrial/Organizational Psychology.

Operations and Strategic Management

Required Course: MD 370 Operations Analysis.

Electives: Choose one: MD 225 Strategic Development (An Interactive Approach); MD 260 Ethical Issues in Management; MD 375 Operations and Competition; MD 384 Applied Statistics; MD 604 Management Science; MD 605 Simulation Methods; MD 603 Decision Analysis; MD 606 Forecasting Techniques; MD 607 Management of Service Operations.

Students considering these options should discuss particular course selections with appropriate department faculty.

HONORS PROGRAM

COURSE OFFERINGS

MH 126 Business and Professional Speaking (F, S: 3)

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, learning ways to analyze and evaluate the oral presentations of others. This course is restricted to students in the CSOM Honors Program.

Donald A. Fishman

MH 199 Senior Honors Thesis (F: 3)

The Senior Honors Thesis is a requirement of all School of Management Honors Program Seniors, or by permission of the Dean and Director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program. The most important criteria of this work are that it be of high academic excellence and that it be of importance and interest to the student.

Director, CSOM Honors Program

M A R K E T I N G

FACULTY

Victoria L. Crittenden, *Associate Professor*; Chairperson of the Department; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

John T. Hasenjaeger, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Raymond F. Keyes, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

Michael P. Peters, *Associate Professor*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Martin Roth, *Associate Professor*; B.A., M.B.A., Ph.D., University of Pittsburgh

Ingrid Martin, *Assistant Professor*; B.A., University of New Mexico; M.A., Michigan State University; Ph.D., University of Southern California-Los Angeles

Jean Romeo, *Assistant Professor*; B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst

Gerald E. Smith, *Assistant Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Eugene Bronstein, *Lecturer*; A.B., Dartmouth College; M.B.A., Harvard University



PROGRAM DESCRIPTION

According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives." Marketing involves (1) finding out what customers need and want, (2) planning and developing products and services to satisfy these wants, (3) determining whether there is a demand for the products or services, and (4) considering the best ways to price, promote, and distribute these products or services in socially responsible ways.

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit and government organizations, within market and planning oriented systems. Typical career tracks within organizations and systems are product or brand management, sales, sales management, fundraising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a

decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Courses Required for a Concentration

Beyond the required Core course (Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research may be taken in the spring semester, junior year or the fall semester, senior year. When taken in the spring semester of junior year, it provides a strong base for other Marketing electives.

Applied Marketing Management should be taken in the senior year.

- The two additional courses may be taken from any of the following electives:

MK 148 Service Marketing
MK 152 Consumer Behavior
MK 153 Retail and Wholesale Distribution
MK 154 Communication and Promotion
MK 155 Sales Management
MK 157 Professional Selling
MK 158 Product Planning and Strategy
MK 168 International Marketing
MK 170 Entrepreneurship and Marketing
MK 172 Marketing Ethics and Creative Thinking
MK 180 Marketing Topics
MK 299 Individual Study

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation. Students are cautioned, however, against becoming too narrowly specialized.

COURSE OFFERINGS

Note: All marketing courses including Marketing Principles are upper-level courses and are open only to juniors and seniors.

MK 021 Marketing Principles (F, S: 3)

This course will explore the basic concepts, principles and activities that are involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing ethics. *The Department*

MK 148 Service Marketing (F, S: 3)

Prerequisite: MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied: TV and radio stations, hospitals and HMO's,

hotels, theaters, music groups and airlines; service providers: accountants, lawyers, doctors, and dentists. *Maria Sannella*

MK 152 Consumer Behavior (F, S: 3)

Prerequisite: MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes, (2) group influences such as family, culture, social class and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

*Ingrid Martin
Harriet Collins*

MK 153 Retail and Wholesale Distribution (F: 3)

Prerequisite: MK 021

Many types of stores including department, discount, promotional fashion stores, specialty store groups, home centers, home furnishing outlets, warehouse stores, factory outlets, direct mail marketing, non-store retailing and the new electronic cable TV at-home retailing will be studied. A variety of wholesale institutions will also be studied. Subjects such as retail consumer behavior, the retail environment, retail human resource management, store location, buying and merchandising, retail pricing promotion and financial control will be covered.

Eugene Bronstein

MK 154 Communication and Promotion (F, S: 3)

Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, re-seller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

*Ingrid Martin
Gerald Smith*

MK 155 Sales Management (S: 3)

Prerequisite: MK 021

The course is designed to develop a firm understanding of the sales organization and its critical role in the marketing program. The functional and organizational aspects of planning, implementing and controlling the strategic sales program are covered in detail. Case studies, guest speakers, and a simulation game will be used to provide applied experience with these concepts. Students will work on projects to learn the use of

an integrated model for strategic sales programs. The course is important for anyone interested in a career in marketing operations.

John T. Hasenjaeger

MK 157 Professional Selling (F, S: 3)

Prerequisite: MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople representing the modern corporation need greater expertise. Methods that were successful in the past are giving way to new and demanding disciplines.

This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics.

It is suitable for students who want to learn about selling and what is required for success in this demanding environment.

John Dimodica

Richard Siber

MK 158 Product Planning and Strategy (F, S: 3)

Prerequisite: MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

Michael Peters

Jean Romeo

MK 168 International Marketing (S: 3)

Prerequisite: MK 021

As more and more U.S. companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. Although the basic marketing functions are similar, there are significant differences in the way these functions are carried out in other countries, and the international marketer needs to understand how the people in these different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.

Martin Roth

MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (F, S: 3)

Prerequisites: MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involve considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This

course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management and marketing of the new venture.

Michael Peters

MK 172 Marketing Ethics and Creative Thinking (S: 3)

Prerequisite: MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.

Raymond F. Keyes

MK 180 Marketing Topics (S: 3)

Prerequisites: MK 021 and permission of instructor

This course is designed to cover areas or topics not included in the regular marketing curriculum. From time to time, the department may choose to offer this course to provide in-depth coverage of a specific marketing area or to explore a new area of interest. The course may concentrate on a single significant area or it may explore several different topics. Since the course will vary from semester to semester, the topics will be published prior to registration.

The Department

MK 253 Marketing Research (F, S: 3)

Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. Providing this information is the responsibility of the marketing research function. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

Jean Romeo

MK 256 Applied Marketing Management (F, S: 3)

Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

Raymond Keyes

MK 299 Individual Study (F, S: 3)

This is an individualized course that is developed by a student and a faculty member and is approved by the Department Chairperson. A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

OPERATIONS AND STRATEGIC MANAGEMENT

FACULTY

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Joseph A. Raelin, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

M. Hossein Safizadeh, *Associate Professor*; Chairperson of the Department; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Associate Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Randolph H. Case, *Assistant Professor*; B.S., University of Virginia; M.B.A., Columbia University; Ph.D., University of Pennsylvania

Charles E. Downing, *Assistant Professor*; B.A., M.S., Ph.D., Northwestern University

Catherine L. Bendheim, *Assistant Professor*; B.S., Lycee Michel Montaigne, France; M.S., Ecole Nationale Supérieure De Chimie, France; M.B.A., Ph.D., University of Massachusetts, Amherst

Debasish N. Mallick, *Assistant Professor*; B.Tech., Indian Institute of Technology; M.B.A., University of Arkansas; Ph.D., University of Texas, Austin

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College

PROGRAM DESCRIPTION

Management education needs to link the strategic decisions that firms make regarding product and service choice, investment in technology, people, plant and equipment, and resource allocation with the daily operational decisions made in the production of the firm's goods and services. Management education needs to prepare managers to add value to their organization, that is, to increase the value of the firm's products or services and to measurably add to profit and social well being. Future managers must be prepared to supervise and work with technical and operational specialists, and they must be increasingly sensitive to both environmental and ethical issues.

How is all this to be done? What skills do future managers need? What kind of thinking, analysis, and managerial action will be necessary to keep the United States economy competitive in the long run? What kind of management education will best prepare future managers? All managers must have a thorough understanding of the functional areas of management. In addition, future managers must learn to focus on and link decision-making at two levels of analysis: (1) the strategic level, where managers identify the economic, social, political, and ethical issues with which their organizations must contend in the long and short term, and for which they must formulate and implement strategic plans; and (2) the operational level, where managers focus on the supply side of what every organization does, the transformation of human, physical, and technical resources into goods and services.

Objectives of the Undergraduate Concentration

The objectives of the undergraduate concentration in Operations and Strategic Management are to develop managers who can

- exercise managerial judgment
- analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- have a global perspective
- have a broad view of the role of general managers
- possess a thorough understanding of the operations function
- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques
- become computer literate

Careers in Operations and Strategic Management

Managers with the traits listed above can choose from a wide range of positions and career tracks.

In a manufacturing firm the senior executive would likely have the title of Vice President of Manufacturing, whereas the corresponding title in a service industry, such as banking or health care, would be Vice President or Director of Operations. At lower levels in the firm are positions such as Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the Corporate Planning Staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and a comprehensive corporate strategy. Salaries for majors in operations and strategic management are and will likely remain competitive with all other concentrations in management.

Study Abroad

Students concentrating in Operations and Strategic Management who are interested in studying abroad are encouraged to consider Lancaster University. Lancaster was the first British university to establish a department of Operational Research and Operations Management and they maintain a strong reputation in this field. At Lancaster students can take courses that will count directly towards their requirements for the concentration in Operations and Strategic Management.

Courses Required for the Concentration

- The following two courses are required for the concentration:

MD 370 Operations Analysis

MD 375 Operations and Competition

- The student must also take at least one of the following electives:

MD 384 Applied Statistics

MD 603 Decision Analysis

MD 604 Management Science

MD 605 Simulation Methods

- The student must also take at least one additional course from the following electives:

MD 225 Strategy Development—An Interactive Approach

MD 260 Ethical Issues in Management

MD 299 Independent Study

MD 384 Applied Statistics

MD 603 Decision Analysis

MD 604 Management Science

MD 605 Simulation Methods

MD 606 Forecasting Techniques

MD 607 Management of Service Operations

MC 340 Management Information Systems

- In addition, other courses recommended by the department include the following:

MA 307 Managerial Cost Analysis

MB 110 Human Resource Management

MB 116 Labor-Management Relations

MF 127 Financial Analysis and Management
 MF 151 Investments
 MJ 152 Labor Law
 MK 158 Product Planning and Strategy
 MK 253 Marketing Research

COURSE OFFERINGS

MD 021 Management and Operations (F, S: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, and MC 021

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. The management of operations is what organizations do; operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions.

The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

The Department

MD 099 Strategy and Policy (F, S: 3)

Prerequisite: Successful completion of the CSOM Core Requirements

Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the Management Core except for MD 021, which must then be taken with MD 099.

This course focuses on the study of the administrative process as organizational guidance from a top management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and management philosophies and ideologies. Considerable emphasis is placed on student participation through class discussions, and on the development of managerial skills.

The Department

MD 100 Competitive Strategy-Honors (F: 3)

Note: MD 100 substitutes for MD 099 in the Core Requirements; hence, it has the same prerequisites as MD 099.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

Hassell McClellan

MD 225 Strategy Development—An Interactive Approach (F, S: 3)

Prerequisite: MD 099 or consent of instructor

This course, using an interactive computer simulation, focuses on the ongoing development and implementation of a business strategy in a competitive environment. The participants organize themselves into groups to perform the usual managerial activities of situational analysis, long-range forecasting and planning, assigning responsibility for marketing, production, and financial operations, and monitoring company performance and competitive behavior. Through ongoing discussions of the consequences of past decisions, students develop skills in dealing with dynamic problems, using management information and adjusting actions to conform to stated objectives, strategies, and policies. *John Van Tassel*

MD 260 Ethical Issues in Management (F, S: 3)

Managers encounter ethical issues as dilemmas that do not have easy answers because of the complex tradeoffs associated with the alternative courses of action. The ethical dilemmas will be those managers face when trying to create a moral environment within the organization as well as those that they face in trying to shape strategic organizational responses that are socially responsible. The purpose of the course is to provide knowledge that is helpful in understanding the nature of these ethical dilemmas and to develop the perspective and skills needed to deal with them. Extensive case analysis and class discussion are integral parts of the course format so active student participation is essential.

Lawrence Halpern

MD 299 Independent Study (F, S: 3)

Prerequisites: Senior standing, consent of Department Chairperson

The student works under the direction of an individual professor. *By arrangement*

M. Hossein Safizadeh

MD 370 Operations Analysis (F: 3)

Prerequisite: MD 021

This course discusses concepts related to the management of manufacturing and service operations. Specifically, it examines the tactical and operational issues of production management and evaluates their impact on competitiveness, productivity, flexibility, quality, and cost. Topics included are product and service design, process analysis, location, layout, capacity planning, aggregate planning, master schedule, materials management, distribution, manufacturing resource planning, and operations scheduling. Drawing on case studies and the analysis of real-world situations, the course emphasizes the similarities and differences among manufacturing and service operations. *M. Hossein Safizadeh*

MD 375 Operations and Competition (S: 3)

Prerequisite: MD 021

This course examines the interplay between the operations function and competitive advantage. The purpose of the course is to provide evidence and an understanding of the tangible link between operations practices and competitive success. Topics to be covered include an overview of manufacturing and operations strategy, process analysis and design, productivity and performance, worker management, quality manage-

ment, process improvement and learning, new technology choice, and new product and process introduction. The course will be discussion based with emphasis on case analysis. This course is required for the Operations and Strategic Management concentration. *Larry Ritzman*

MD 384 Applied Statistics (S: 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite, and an acquaintance with linear algebra and the ability to use a computer are desirable. *David R. McKenna*

MD 603 Decision Analysis (S: 3)

Prerequisite: EC 151 or MD 705

There have been many approaches to decision making in recent years. These approaches range from creating a mathematical model of the decision situation to one based on human and organizational behavior, as well as all variations in-between. Application of these approaches has been greatly enhanced by the use of computers. In this course, students will develop the skills necessary to formulate courses of action to meet the situation under consideration and to choose among the options after carefully evaluating their effectiveness in achieving the desired objectives. *Jeffrey L. Ringuest*

MD 604 Management Science (F: 3)

Prerequisite: MD 021 or MD 707

This course covers the most frequently used quantitative tools of management. Topics are selected from linear programming, integer programming, network models, multiple objective and goal programming, non-linear programming, dynamic programming, inventory models, queuing models, markov chains, game theory, decision theory, and decision trees. It is strongly recommended for students interested in operations management. *Jeffrey L. Ringuest*

MD 605 Simulation Methods (F, S: 3)

Prerequisite: A degree of mathematical literacy including statistics

This course is an introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines. *Jeffrey L. Ringuest*

MD 606 Forecasting Techniques (F: 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases. *David R. McKenna*

MD 607 Management of Service Operations (S: 3)*Prerequisite:* MD 021 or MD 707

The ever increasing contribution of the service sector to the growth of GNP and the growing dependence of a highly automated manufacturing sector on service industries make the prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics included are focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force and quality control issues. A good deal of emphasis is placed on case studies and the analysis of real-world scenarios.

M. Hossein Safizadeh

ORGANIZATION STUDIES—HUMAN RESOURCES MANAGEMENT

FACULTY

Donald J. White, *Dean Emeritus and Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

Jean M. Bartunek, R.S.C.J., *Professor*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Dalmar Fisher, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith Gordon, *Associate Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

John W. Lewis, III, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Richard P. Nielsen, *Associate Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Judith Clair, *Assistant Professor*; B.A., University of California; Ph.D., University of Southern California

W.E. Douglas Creed, *Assistant Professor*; B.A., M.A., Yale Divinity School; Ph.D., University of California, Berkeley

Candace Jones, *Assistant Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**PROGRAM DESCRIPTION**

Once considered primarily as a significant cost element, an organization's work force has come to be regarded as its most important asset. Human Resource Management has emerged as an important factor in an organization's overall business strategy. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the Human Resources field far more central to strategic missions of organizations.

The HRM concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are des-

igned to be less effective than those with a strong knowledge of HRM.

Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions. Human Resources professionals typically participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organization development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Jobs available to students interested in the private sector include job analyst, recruiter, trainer, or compensation analyst. In the public sector, students can hold jobs such as employment and training administrator, labor market researcher, job development specialist, or human resources analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining process.

Since many companies and other organizations prefer Human Resources professionals with experience in the field, internships are available in a variety of companies to provide concentrators with experience in human resources management and as an inroad to job openings. Recent internships have been available in a hotel, a radio station, a bank, a large department store, a mutual fund sales organization, and a social service agency, among other organizations. Persons taking advantage of internships in Human Resources Management have a significant edge once they are in the job market.

The Curriculum

To meet the challenges of the 1990s and beyond, the concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior-Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

An Integrated Concentration in Management and Psychology and a minor in Human Development are also available to a few students each year and may be of special interest to concentrators in OS/HRM. Information regarding the Integrated Concentration in Psychology and Management is available from Professor Jean Bartunek. Information regarding the minor in Human Development is available from Professor Dalmar Fisher.

Required of all concentrators:

- MB 021 or MB 031 Organizational Behavior-Honors
- MB 110 Human Resources Management (usually taken in junior year)
- MB 313 Personnel and Organizational Research (usually taken in the fall, senior year)

Electives

- MB 111 Organization Ethics and Employment Law
- MB 116 Labor-Management Relations
- MB 119 Interpersonal Communication in Organizations
- MB 120 Employment Policy
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resource Planning
- MB 137 Management of Multicultural Diversity and Differences
- MB 140 Design of Work and Organizations
- MB 299 Independent Study
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organization Studies and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology
- MB 648 Management of Technology

COURSE OFFERINGS**MB 021 Organizational Behavior (F, S: 3)**

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group and organizational events as well as increasing a student's ability to explain and influence such events. The course deals with a body of concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

The Department

MB 031 Organizational Behavior-Honors (S: 3)

Through study of the major ideas, analytic frameworks and research findings of the field of organizational behavior, students acquire knowledge of how these factors interact. This knowledge is put to work in numerous diagnoses of actual organizational situations contained in case descriptions, observed in field projects, and played out in classroom simulations. Written and oral presentation are emphasized, providing an opportunity to develop skill in stating analytic conclusions and plans of action that are practical, well supported by theory and facts, and convincing. MB 031 fulfills the Carroll School of Management core requirement in organizational behavior, and may be counted as an intensive course in the Carroll School of Management Honors Program.

John W. Lewis, III

MB 110 Human Resources Management (F, S: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course examines the functions, processes, tools and techniques of human resources management. These will be looked at both as a set of responsibilities shared by managers and as the primary functions of a Human Resources Department. Functional areas included are HRM planning and staffing, appraisal and development of people at all levels, compensation and benefit systems, labor-management relations, and legal issues. Various teaching/learning methods will be used including lectures, case discussions, in-class simulations and field projects. Students will gain experience in using a variety of HRM tools and systems.

*Judith R. Gordon
Candace Jones*

MB 111 Organization Ethics and Employment Law (S: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course examines the management of employee and organizational ethics problems and problems within an environment of employee law. Objectives include helping students develop the knowledge of ethics they will need and the action skills needed for managing ethical and legal issues in organizations. Teaching methods include discussions of readings and cases, action exercises, and discussions with guest speakers.

Richard Nielsen

MB 119 Interpersonal Communication in Organization (S: 3)

This course helps increase students' personal and conceptual understanding of factors most important to managers in their task-oriented communication. Topics will include interpersonal relationships, uses and misuses of language, group process diagnosis, nonverbal communication, and helping/counseling. Emphasis will be placed on action: how to communicate more effectively in relationships with superiors, subordinates, peers, persons in other organizational units, and stakeholders, among others.

The Department

MB 123 Negotiation (S: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Negotiation is a key process in leadership, conflict resolution, and decision making at every level of management. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice win-win, win-lose, and dialogical negotiation methods. Mediation and arbitration are also considered. In addition, negotiation is situated within more general descriptions of processes of conflict in organizational settings and means of gaining influence in these settings.

Jean Bartunek

MB 127 Leadership (F: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Students in this course will learn about effective leadership and acquire some techniques for becoming a more effective leader. This course assists students in these two areas by requiring them to explore ways to recognize leadership opportunities that exist for an individual as well as identify each person's potential for leadership

growth. The nature of leadership is introduced, techniques for improving the quality of leadership in organizations are presented, and students are challenged to develop these skills in their personal repertoire.

Richard Nielsen

MB 137 Management of Multicultural Diversity and Differences (F: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage. This course fulfills the University's Cultural Diversity Core requirement.

Judith Clair

MB 140 Design of Work and Organizations (F: 3)

Students in this course will learn about the theories of organizational design that guide managers as they redesign organizations to adjust to changes in technologies, globalization, and rapidly changing markets. Problems of multinational management, the creation of networked organizations, and new communication technologies will be addressed. Students will develop the ability to diagnose structural problems in organizations and formulate solutions.

William Stevenson

MB 299 Independent Study (F, S: 3)

Prerequisite: Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

The Department

MB 313 Personnel and Organizational Research (F: 3)

Prerequisites: MB 021 or MB 031, MB 110

In this course students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice. The course emphasizes skills in problem identification, library research, data collection, data analysis, theory building, solution identification, and solution implementation.

The Department

Other courses offered by the Department, but not offered during the 1996-97 academic year, include the following:

- MB 116 Labor-Management Relations
- MB 120 Employment Policy
- MB 135 Career and Human Resource Planning
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organization Studies and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology
- MB 648 Management of Technology

SCHOOL OF NURSING

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing.



Within the Jesuit tradition, the School of Nursing educates individuals to think critically and to incorporate values in nursing service to others. The curricula develop students' diagnostic, therapeutic, and ethical reasoning in nursing practice. The school promotes leadership in improving and extending health care to individuals, family, and communities of diverse cultures. The School of Nursing advances nursing as an academic and practice discipline through philosophical inquiry and research.

The School of Nursing requires 121 credits for graduation. There are three components to the curriculum: liberal arts and science courses shared by all students in the University; the nursing major courses; and electives. The following courses comprise the core curriculum and are required for all students entering Boston College and scheduled to graduate in nursing in May 1999 or thereafter.

- 1 course in Writing
- 1 course in Literature (Classics, English, Germanic Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 2 courses in History (European History since 1500)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology and Sociology)
- 4 courses in Natural Science (Anatomy & Physiology I & II, Life Science Chemistry, Microbiology)
- 2 courses in Theology
- 1 course in Mathematics

Courses in the nursing major are offered in six semesters of the curriculum. Faculty of the School of Nursing guide student learning in campus laboratories and in a variety of clinical settings. Theory and clinical courses are provided in the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. The nursing major uses the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with individuals' choices. The graduate is prepared as a generalist able to care for individuals and groups, at all developmental levels and in all health care settings.

Freshman Year

Semester I
CH 161, 163 Life Science Chemistry
BI 130, 131 Anatomy & Physiology I
Core
Core

Semester II
BI 132, 133 Anatomy & Physiology II
MT Mathematics Core
Core
Core
Core

Sophomore Year

Semester I
BI 220, 221 Microbiology
NU 100 Introduction to Professional Nursing
Core
Core
Core

Semester II
NU 120 Nursing Health Assessment Across the Life Span
NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
NU 080 Pathophysiology
Core
Core

Junior Year

Semester I
NU 230 Adult Health Nursing Theory I
NU 231 Adult Health Nursing I Clinical Laboratory
NU 204 Pharmacology and Nutrition Therapies
NU 216 Methods of Nursing Inquiry
Elective
Semester II
NU 242 Adult Health Nursing Theory II
NU 243 Adult Health Nursing II Clinical Laboratory
NU 244 Childbearing Nursing Theory
NU 245 Childbearing Nursing Clinical Laboratory
Elective

Senior Year

Semester I
NU 250 Child Health Nursing Theory
NU 251 Child Health Nursing Clinical Laboratory
NU 252 Psychiatric-Mental Health Nursing Theory

NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory

Core

Semester II

NU 260 Community Nursing Theory

NU 261 Community Nursing Clinical Laboratory

NU 262 Nursing Synthesis Theory

NU 263 Nursing Synthesis Clinical Laboratory
Elective

The School of Nursing reserves the right to alter any program or policy outlined in this Catalog.

ACADEMIC HONORS

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to cumulative semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); and Third Honors (3.300-3.499).

Degree with Honors

Latin honors accompanying the degree of Bachelor of Science in Nursing are awarded in three grades: Summa cum Laude is awarded to the top 4.5% of the graduating class; Magna cum Laude is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's 8-semester cumulative average.

The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Selections are based on high school records, recommendations of teachers, and SAT scores. In order to remain in the program students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In freshman and sophomore year students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in Theology, Philosophy and English. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the twentieth century. Primary emphasis is on the texts; this is not a survey course. Each section enrolls approximately 15 students and is conducted as a seminar.

In the junior and senior years the typical nursing course sequence will be followed. In the junior year a research project will be identified and discussed with the honors advisor. During their senior year honor students complete a research project for which they earn three credits each semester. These will be registered as independent study courses. Nursing students will be afforded

special learning activities designed to challenge their interests and capitalize on their intellectual ability.

GENERAL INFORMATION

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing are researchers in clinical settings; some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include the following:

Beth Israel Hospital, Brigham and Women's Hospital, Children's Hospital, Deaconess Hospital, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Newton-Wellesley Hospital, St. Elizabeth's Hospital, New England Medical Center, Newell Home Health Services, Hospice at Mission Hill.

Transfers into the School of Nursing

Students applying for transfer into the School of Nursing are accepted for courses beginning in September and January. All transfer applicants must comply with the application procedures described below. Enrolled students earn a minimum of 61 credits at Boston College.

Internal Transfer

Boston College students who are enrolled in the College of Arts and Sciences, Carroll School of Management, and School of Education may apply for internal transfer. The application may be obtained from the Associate Dean of the Undergraduate Program in Nursing. Students transferring from other Boston College schools must have a record free of academic deficiencies and show the academic potential for successfully completing the required nursing curriculum.

College Credit

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

Registered Nurses

Graduates of, or students in the final year of, diploma or associate degree-granting, state-approved nursing programs should apply through the transfer admissions process described above. In addition to the above requirements, the student should submit the official transcript from his or her school of nursing. Application deadlines are May 1 for September admission and November 1 for January admission.

After admission, exemption examinations are available for the sciences and selected nursing courses. Specific information regarding exemption examinations is available from the Associate Dean of the Undergraduate Program in the School of Nursing.

Before beginning clinical practice, the student must submit evidence of a current Massachusetts R.N. license and personal liability insurance.

ACADEMIC REGULATIONS

Students are required to maintain an overall cumulative average of 1.667 or higher and a cumulative grade point average of 2.0 or higher in nursing courses. A student whose overall or nursing average falls below minimum requirements is placed on academic warning and will be notified by the Associate Dean of the Undergraduate Program. In order to remain in the School of Nursing, the nursing curriculum must be followed and an academic warning removed within one semester. Students who are on warning may not overload to eliminate a course deficiency. Students must achieve a grade of C- or higher in nursing courses. If the student does not meet the minimum requirement of a C-, the student will be required to retake the course. This may mean that the student will be unable to progress in the curriculum. It may also change the student's projected graduation date. A nursing course that has been failed may be repeated once. At that time the minimum acceptable grade must be achieved.

Students are required to pass at least the equivalent of 9 courses by the end of the first year, the equivalent of 19 courses by the end of the second year, and the equivalent of 29 courses by the end of the third year. To remain registered in the School of Nursing continuous registration in the designated nursing curriculum plan is required.

School of Nursing students may declare a non-Core or non-major course Pass/Fail on-line anytime during the registration period.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

Students are expected to attend classes regularly. Absences from class or clinical laboratory will be evaluated by faculty.

If a student is late for or absent from clinical laboratory, the student is required to notify the instructor and/or the clinical agency. An absence because of illness may require a statement from a physician before the student returns to clinical courses. In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean for Student Development and the Associate Dean of the School of Nursing so that academic and other necessary arrangements can be made.

Academic Integrity

Nursing students are expected to maintain high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Health Requirements

All undergraduate students in the School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, rubella titre, varicella titre, two MMR vaccines prior to August 15 of the year in which they are admitted and must have begun the immunization series against Hepatitis B. Also, evidence of screening for tuberculosis must be submitted by August 15 of *each* academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing. The School of Nursing requires that all students complete immunization against Hepatitis B before beginning clinical courses.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to have this certification renewed each year.

FEES

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

- Nursing Examination Fees (per examination)
 - Exemption examination
\$ 30.00-60.00
 - Standardized examination
(NCLEX Assessment Test)
\$ 35.00

NLN examinations (3 @ \$10)
\$ 30.00
• Laboratory Fee
\$150.00
(Payable for certain clinical nursing courses)

TRANSPORTATION TO CLINICAL AGENCIES

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing for their own transportation to and from those facilities.

Awards and Honors

The Diolinda B. Abilheira Nursing Scholarship was established in 1991 by Diolinda B. Abilheira in honor of her mother to assist qualified nursing students in meeting their financial obligations while studying at Boston College.

The Margaret Callaban Anderson Memorial Scholarship is awarded to honor Mrs. Anderson, to recognize her dedication to nursing, and to assist financially a nursing student in the completion of his or her nursing program.

The Vera Crossley Condon Scholarship is awarded to a student who is in financial need, who demonstrates academic excellence, who has a desire to work with the mentally retarded, and who also is an asset to the profession of nursing and to Boston College School of Nursing.

The Samuel P. DiMeo Scholarship is awarded to a student who is in financial need, who demonstrates academic excellence and a potential for a successful career in nursing, and who also is an asset to the profession of nursing and to the Boston College School of Nursing.

The Elaine Gordon Scholarship is awarded to a registered nursing student who has completed one year of full-time study at Boston College School of Nursing.

The Rev. Edward J. Gorman S.J., Scholarship is a scholarship awarded to a junior nursing student whose nursing care exemplifies the ideals of humanistic nursing practice. Emphasis is placed on the personal and professional characteristics of respect for the value of human life, the individuality of people, and demonstrated leadership in the student and student-faculty activities of the School of Nursing.

The Rita P. Kelleher Scholarship is awarded to a sophomore who is in financial need and is in good academic standing. The recipient must demonstrate service to the School of Nursing, the profession, the University, and the community.

The Mary E. Love Scholarship is awarded to a sophomore or junior who is in financial need, who demonstrates a potential for a successful career in nursing, and who is an asset to the profession of nursing and to the Boston College School of Nursing.

The BCSNA Scholarship is given annually to a student currently enrolled in the Boston College School of Nursing and who has completed 91 credits.

FACULTY

Mary Elizabeth Duffy, *Professor*; B.S.N., Villanova University; M.S. Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor*; B.S., Boston College; M.S.N. University of Pennsylvania; Ph.D., Boston College

Sara Fry, *Henry Luce Professor*; B.S., University of South Carolina, Columbia; M.S., University of North Carolina, Chapel Hill; M.A., Ph.D., Georgetown University

Marjory Gordon, *Professor*; B.S., M.S., Hunter College, CUNY; Ph.D., Boston College

Joellen W. Hawkins, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

Barbara H. Munro, *Professor and Dean*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

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Mary Ellen Doona, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

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June Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Dorothy A. Jones, *Associate Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Rosemary Krawczyk, *Associate Professor*; B.S.N., College of St. Catherine; M.S., Ph.D., Boston College

Ronna Krozy, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Ellen Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

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DeLois P. Weekes, *Associate Professor and Associate Dean of Graduate Programs*; B.S., Oklahoma City University; M.S., University of Oklahoma; D.N.Sc., University of California, San Francisco

Deborah Adams, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina; Ph.D., University of Maryland

Phyllis Beveridge, *Assistant Professor*; B.S., University of Cincinnati; M.S., Ed.D., Columbia University

Susan Chase, *Assistant Professor*; B.S., Columbia University; M.A., New York University; Ed.D., Harvard University

Barbara Daicoff, *Assistant Professor*; B.S.N., Indiana University; M.N., Ph.D., University of Florida, Gainesville

Margaret Kearney, *Assistant Professor*; A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California

Deborah Mahony, *Assistant Professor*; B.A., Bridgewater State College; B.S.N., M.S., Boston College; Sc.M., Sc.D., Harvard University

Judith Shindul-Rothschild, *Assistant Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College



COURSE OFFERINGS

NU 080 Pathophysiology (F, S: 3)

Prerequisites: BI 130, 131, 132, 133, 220, 221; CH 161, 163; BI 220, 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

NU 100 Introduction to Professional Nursing (F, S: 3)

This course is an introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. The course places the study of nursing within the Jesuit tradition of liberal arts education and the application of knowledge in the service of others.

NU 110 RN Transition Theory (S: 3)

Prerequisites: BI 132, 133, 220, 221; CH 161, 163, NLN Mobility Profile II

This course for Registered Nurse students is designed to build upon prior knowledge validated through the NLN Mobility Profile II. The current historical perspective of nursing in its evolution as a profession is discussed. Theoretical content includes professional nursing education and socialization, the health-illness continuum, clinical reasoning, management of, and the nursing care of clients across the life span. The course addresses the nursing metaparadigm of the person, environment, health, and nursing and the impact of nursing research on professional practice.

NU 120 Nursing Health Assessment Across the Life Span (F, S: 4)

Prerequisites: NU 080, 100, 121 or concurrently; BI 130, 131, 132, 133; CH 161, 163; BI 220, 221 or concurrently; Psychology or Sociology Core

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals

across the life span. The concept of health is presented within the context of human growth and development, culture and environment.

Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced. There are four hours of lecture per week.

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (F, S: 3)

Prerequisites: BI 132, 134; CH 161, 163; Psychology or Sociology Core; BI 220, 221 or concurrently; NU 100 or concurrently

Corequisite: NU 120, NU 080

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

NU 204 Pharmacology/Nutrition Therapies (F, S: 3)

Prerequisites: NU 120, 121; NU 080

Corequisite: NU 230, 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

NU 216 Methods of Inquiry (F, S: 3)

Prerequisites: NU 120, 121

This course provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers. The types of questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed. Students have an opportunity to critique research articles.

NU 230 Adult Health Nursing Theory I (F, S: 3)

Prerequisites: NU 100, 120, 121, 080

Corequisite: NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

NU 231 Adult Health Nursing I Clinical Laboratory (F, S: 3)

Prerequisites: NU 100, 120, 121, 080

Corequisite: NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One two-hour college laboratory and six hours of clinical laboratory weekly.

NU 242 Adult Health Nursing Theory II (F, S: 3)

Prerequisites: NU 230, 231, 204, NU 216 or concurrently

Corequisite: NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

NU 243 Adult Health Nursing II Clinical Laboratory (F, S: 3)

Prerequisites: NU 230, 231, 204, NU 216 or concurrently

Corequisite: NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

NU 244 Childbearing Nursing Theory (F, S: 3)

Prerequisites: NU 230, 231, 204, NU 216 or concurrently

Corequisite: NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies.

NU 245 Clinical Laboratory of Childbearing Theory (F, S: 3)

Prerequisites: NU 230, 231, 204, NU 216 or concurrently

Corequisite: NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal and post-natal activities. Nine hours of clinical laboratory weekly.

NU 250 Child Health Nursing Theory (F, S: 3)

Prerequisites: NU 244, 245

Corequisite: NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care.

NU 251 Child Health Nursing Clinical Laboratory (F, S: 3)

Prerequisites: NU 244, 245

Corequisite: NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

NU 252 Psychiatric Mental Health Nursing Theory (F, S: 3)

Prerequisites: NU 242, 243

Corequisite: NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (F, S: 3)*Prerequisites:* NU 242, 243*Corequisite:* NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.

NU 260 Community Nursing Theory (F, S: 3)*Prerequisites:* NU 250, 251, 252, 253*Corequisite:* NU 261

This course focuses on individuals, families and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts and collaboration with other members of the health care team are addressed.

NU 261 Community Nursing Clinical Laboratory (F, S: 3)*Prerequisites:* NU 250, 251, 252, 253*Corequisite:* NU 260

This course focuses on individual, family and community responses to actual or potential health problems. Health promotion, disease prevention and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

NU 262 Nursing Synthesis Theory (F, S: 3)*Prerequisites:* NU 260, 261 or concurrently*Corequisite:* NU 263

This course provides an opportunity to integrate nursing knowledge, explore professional issues, view the health care delivery system in relation to societal needs, and articulate emerging trends that will affect on professional nursing. Emphasis is placed on leadership concepts, professional responsibility, and role transition.

NU 263 Nursing Synthesis Clinical Laboratory (F, S: 3)*Prerequisites:* NU 260, 261 or concurrently*Corequisite:* NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

NU 299 Directed Independent Study (F, S: 3)*Prerequisites:* Senior nursing student with GPA of 3.0 or above in nursing courses

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples

of learning activities are research, clinical practice, and study of a nursing theory.

Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will be conducted.

NU 300 Honors Seminar (F: 3)*Prerequisites:* All required courses through Junior year; top 10% of class

This course helps the student understand the research process through discussion and the development of a research proposal.

NU 301 Culture and Health Care (F: 3)

This course brings the upper-division undergraduate student into direct contact with the American health care delivery system and health care consumers of diverse socio-cultural backgrounds.

Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care.

*Rachel E. Spector***NU 302 Honors Project (S: 3)***Prerequisite:* NU 300

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

NU 304 Health and Disease in African-American Communities (S: 3)*Prerequisites:* Open to juniors, seniors, and graduate students

Explores variables that influence African-American's health status and diseases in African-American communities. Topics include variables that affect health, diseases that are disproportional in African-Americans, racism, access to medical care, treatment issues, health policy and health seeking.

*Evelyn Barbee***NU 305 Death and Dying (S: 3)***Prerequisites:* Core Psychology and Philosophy courses completed; open to juniors, seniors, and graduate students

This course focuses on the concepts of death and dying from a philosophical, cultural and psychodynamic perspective. It includes discussions of the effect dealing with death has on the health giver and some intervention strategies.

*Miriam Gayle Wardle***NU 307 Suicide: Prevention and Intervention (F: 3)***Prerequisites:* Philosophy, Psychology or Sociology Cores; open to juniors, seniors, and graduate students

Suicide is increasingly becoming an area of concern because of the widening age group involved, its frequency, and its effect on so many lives. This course will examine some of the risk factors leading to suicidal behavior and will address implications. Content areas covered will

include dysfunctional families, suicidal adolescents, cults, multiple personality disorders and its connection to suicide, dissociation, survivors, people who did not successfully complete suicide, individual boundaries, and gender differences in suicide attempts.

*Miriam Gayle Wardle***NU 308 Women and Health***Prerequisites:* Open to juniors, seniors, and graduate students

Using a feminist framework, this three-credit course will explore issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and the decisions around research and resource allocation. *Not offered spring, 1997.*

*Loretta Higgins***NU 314 Wellness Lifestyle (S: 3)**

This course will focus on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors that encourage self-care and alternative treatment models will be addressed. Activities to improve and maintain student health status, including health care agencies and other resources in the community that contribute to the student's health status will be explored.

Rosemary Krawczyk

COLLEGE OF ADVANCING STUDIES

EDUCATION FOR INDIVIDUALS

Through the challenges of its liberal and professional programs, the College of Advancing Studies extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is to earn a degree or simply to take a stimulating course or two, the College of Advancing Studies provides an opportunity for an individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy people who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The College of Advancing Studies offers the curricular resources, the flexibility, and the understanding to respond to these individual intellectual characteristics and needs.

DEGREE STUDENTS

Degree applicants must complete a Boston College College of Advancing Studies application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the College of Advancing Studies.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The overall quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP, the College Level Examination Program, used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses that are equivalent in content and quality to those offered by Boston College and that merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

SPECIAL STUDENTS

Candidates interested in taking evening courses for academic credit, but not registering for a degree, may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the College of Advancing Studies to pursue special interests or to prepare themselves for professional advancement.

EVENING COURSES

The College of Advancing Studies curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per semester is three; authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week.

DAY COURSES

Through registration in the College of Advancing Studies, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the College of Advancing Studies Staff.

PROGRAMS OF STUDY

The curriculum of the College of Advancing Studies provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, Information Processing, the Humanities, and the

Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background, all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

Introductory College Writing, Literary Works, English elective, Problems of Philosophy and Philosophy elective, and two Theology electives.

Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)

Two courses in Mathematics or Science.

INFORMATION AND OFFICE LOCATION

The College of Advancing Studies has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalog contact the College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, Massachusetts 02167.

SUMMER SESSION

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides undergraduate students to enroll in core courses and electives; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period there are also intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number

of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Students may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered, obtain a Summer Session catalog published in March.

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Graduate: Department Chairpersons McGuinn 221

AHANA

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American Studies

Christopher Wilson, *Director* Carney 349

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Sr. Mary Daniel O'Keeffe, *Assoc. Dean* Gasson 109

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Block Studies

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Business Low

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Coreer Center

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Center for East Europe, Russia and Asia

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Chemistry

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Classical Studies

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College of Advancing Studies

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Campion Hall Unit Campion 301

Gasson Hall Unit Gasson 108

Fulton Hall Unit Fulton 254

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Education

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Sr. MaryAlyce Gilfeather *Assistant Dean* Campion 104A

Arline Riordan, *Graduate Admission* Campion 103

Curriculum, Administration, SPED

Lea M. McGee, *Chairperson* Campion 210

Education: Counseling, Developmental Psychology, Research Methods

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English

Judith Wilt, *Chairperson* Carney 450

Finance

Robert Taggart, *Chairperson* Fulton 330

Financial Aid

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Fine Arts

John Steczynski, *Chairperson* Devlin 434

First Year Experience Programs

Reverend Joseph P. Marchese, *Director* O'Connell House 107-109

Geology and Geophysics

J. Christopher Hepburn, *Chairperson* Devlin 213

Germanic Studies

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Kwasi Sarkodie-Mensah, *Head Reference Librarian* O'Neill Library

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Richard Keeley, *Associate Dean* Fulton 360A

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Victoria L. Crittenden, *Chairperson* Fulton 450B

Mothemotics Department

Richard A. Jenson, *Chairperson* Carney 375

Music Department

Thomas Oboe Lee, *Acting Chairperson*, Lyons 407

Nursing

Barbara Hazard Munro, *Dean* Cushing 203

DeLois Weekes, *Graduate Associate Dean* Cushing 202

Loretta Higgins, *Undergraduate Associate Dean* Cushing 202C

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Organizotion Studies

Judith R. Gordon, *Chairperson* Fulton 430A

Philasaphy

Richard Cobb-Stevens, *Chairperson* Carney 251

Physics

Kevin Bedell, *Chairperson* Higgins 355

Political Science

Dennis Hale, *Chairperson* McGuinn 201

Psychalagy

M. Jeanne Sholl, *Chairperson* McGuinn 343

Norman Berkowitz, *Assistant Chairperson*

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Claire E. Lowrey, *Director* 31 Lawrence Ave.

Romonce Languages and Literatures

Kevin Newmark, *Chairperson* Lyons 304

Slovic and Eastern Languages

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Sociology Department

David A. Karp, *Chairperson* McGuinn 417

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Kathy Mundhenk, *Associate Controller* More 380

John Brown, *Collection Manager* More 380

Student Development

Robert Sherwood, *Dean* McElroy 233

Summer Session

James Woods, S.J., *Dean* McGuinn 100

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Thealagy

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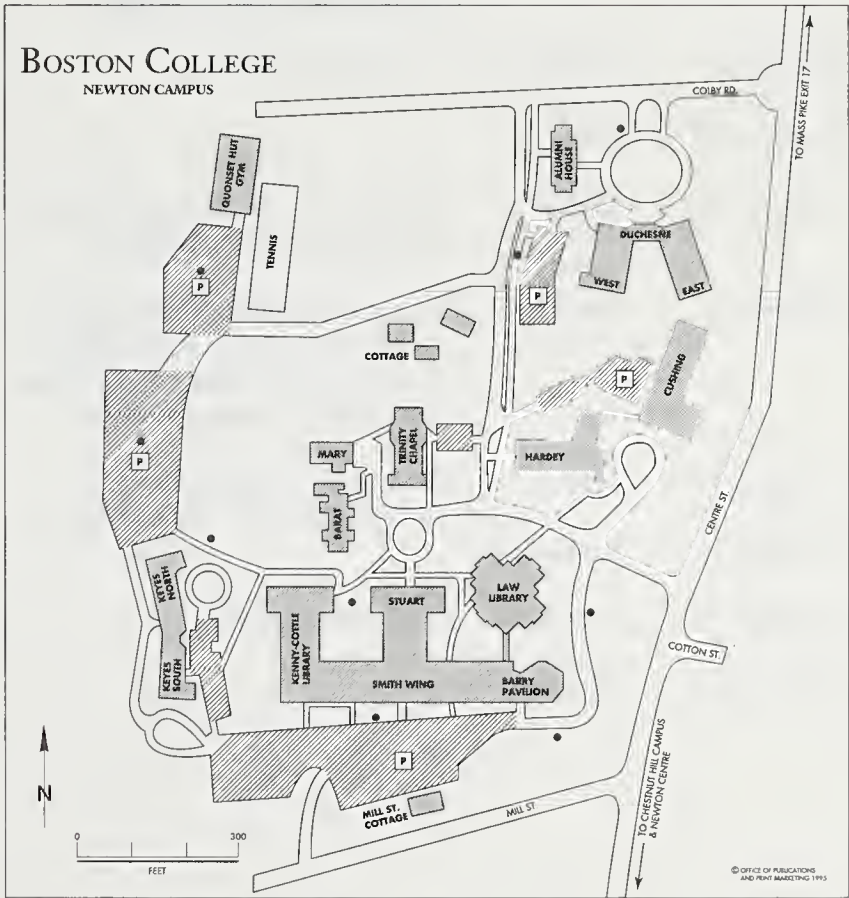
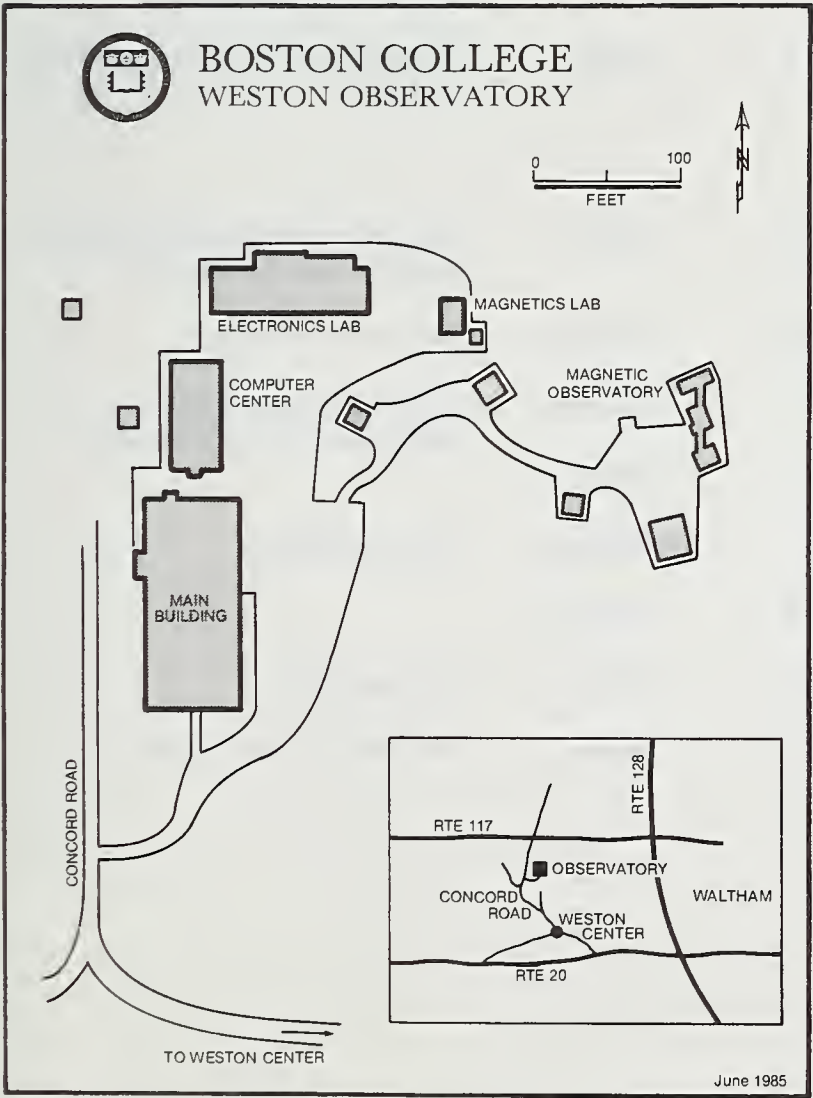
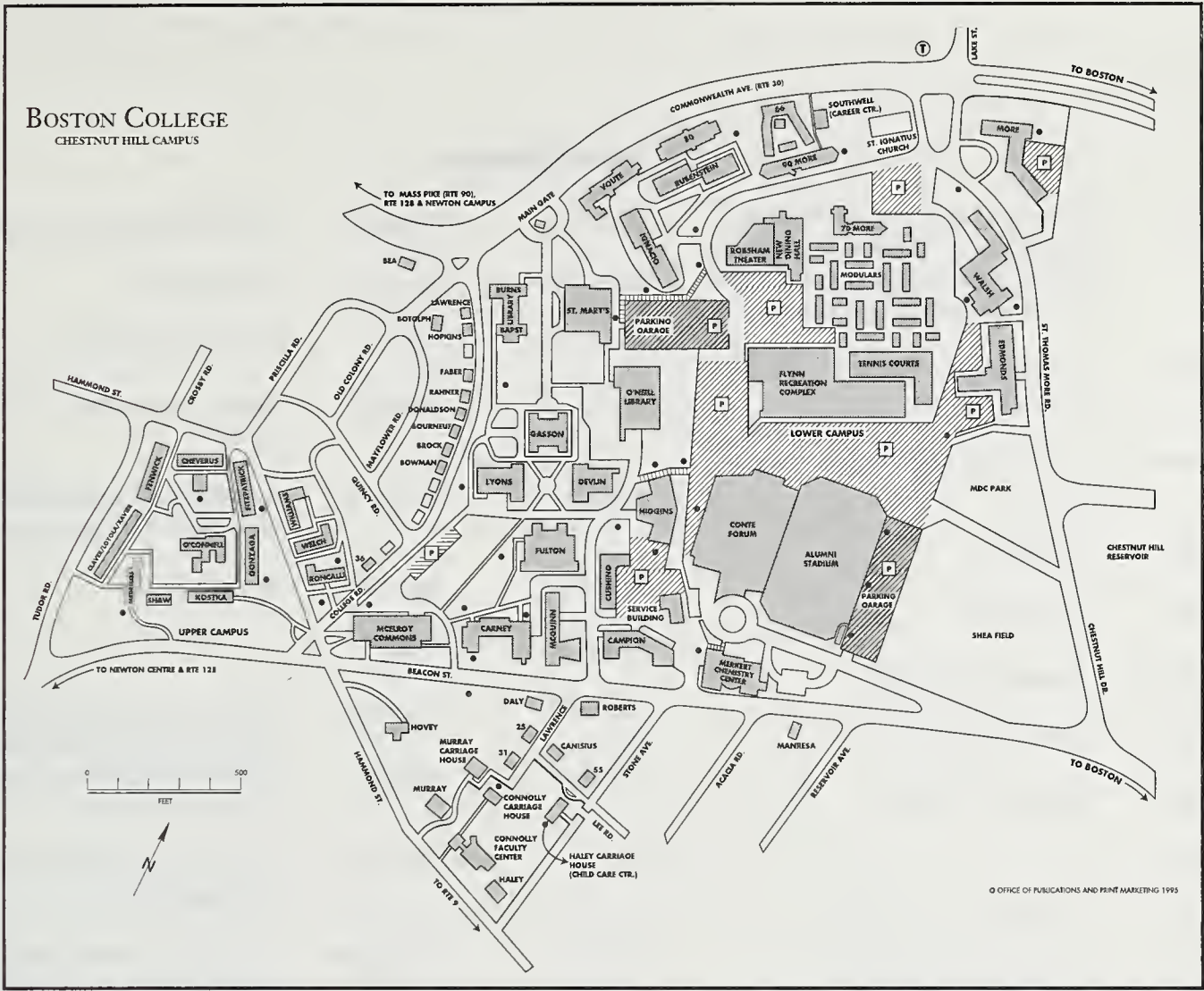
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CAMPUS MAPS



ACADEMIC CALENDAR 1996-97

First Semester

August 9	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertation for September graduation
August 26	Monday	Classes begin for second and third year law students
August 28	Wednesday	Classes begin for first year law students
September 2	Monday	Labor Day
September 3	Tuesday	Classes begin
September 4	Wednesday	Faculty Convocation
September 9	Monday	Drop/Add period ends
September 27 to September 29	Friday to Sunday	Parents' Weekend
October 14	Monday	Columbus Day-no classes
November 15	Friday	Graduate registration period for spring 1997 begins
November 19	Tuesday	Undergraduate registration period for spring 1997 begins
November 27 to November 29	Wednesday to Friday	Thanksgiving holidays
December 2	Monday	Last date for official withdrawal from a course or from the University
December 5	Thursday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 10 to December 11	Tuesday to Wednesday	Study days-no classes for undergraduate day students only
December 12 to December 19	Thursday to Thursday	Term examinations

Second Semester

January 6	Monday	Classes begin for all law students
January 13	Monday	Classes begin
January 17	Friday	Drop/Add period ends
January 20	Monday	Martin Luther King, Jr. Day-no classes
February 13	Thursday	Last date for graduate students to sign up for May 1997 graduation
March 3 to March 7	Monday to Friday	Spring Vacation
March 27 to March 31	Thursday to Monday	Easter Weekend-no classes Holy Thursday, Good Friday, and Easter Monday (except classes beginning at 4:00 p.m. and later)
April 9	Wednesday	Graduate registration period for fall and summer 1997
April 9	Wednesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April 11	Friday	Undergraduate registration period for fall 1997
April 11	Friday	Last date for official withdrawal from a course or from the university
April 21	Monday	Patriot's Day-no classes
May 1 to May 2	Thursday to Friday	Study days-no classes for undergraduate day students only
May 3 to May 10	Saturday to Saturday	Term examinations
May 19	Monday	Commencement
May 25	Sunday	Law School Commencement

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